

See page 19 for important notice regarding  
changes in expenses.

# WELLESLEY COLLEGE

## • CALENDAR •

1895-96

EDITH HEMENWAY EUSTIS LIBRARY  
DEPARTMENT OF HYGIENE AND PHYSICAL EDUCATION  
WELLESLEY COLLEGE  
WELLESLEY, MASSACHUSETTS

MAY 22 1933

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# CALENDAR

OF

# WELLESLEY COLLEGE.

1895-96.

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BOSTON:

FRANK WOOD, PRINTER, 352 WASHINGTON STREET.

1895.

## Calendar.

1895.

Academic Year begins 8 A. M. . . . .	Wednesday, September 18.
Examinations . . . . .	September 18-21.
Recess from 12.30 P. M. Wednesday, November 27, until 12.30 P. M. Friday, November 29.	
Recess from 5 P. M. Wednesday, December 18, 1895, until 8 A. M. Thursday, January 9, 1896.	

1896.

Day of Prayer for Colleges . . . . .	Thursday, January 30.
Second Semester begins . . . . .	Monday, February 10.
Holiday . . . . .	Saturday, February 22.
Recess from 5 P. M. Wednesday, March 25, until 8 A. M. Tuesday, April 7.	
Holiday . . . . .	Saturday, May 30.
COMMENCEMENT . . . . .	Tuesday, June 23.
ALUMNÆ DAY . . . . .	Wednesday, June 24.
Academic Year begins 8 A. M. . . . .	Wednesday, September 16.
Examinations . . . . .	September 16-19.
Recess from 12.30 P. M. Wednesday, November 25, until 12.30 P. M. Friday, November 27.	
Recess from 5 P. M. Wednesday, December 16, 1896, until 8 A. M. Thursday January 7, 1897.	

1897.

Day of Prayer for Colleges . . . . .	Thursday, January 28.
Second Semester begins . . . . .	Monday, February 8.

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# Wellesley College,

WELLESLEY, MASSACHUSETTS.

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WELLESLEY COLLEGE was established in 1875, for the purpose of furnishing to young women who desire to obtain a liberal education, such advantages and facilities as are enjoyed in institutions of the highest grade.

The College is undenominational, but distinctively and positively Christian in its influence, discipline, and instruction. The systematic study of the Bible is required. Daily service is held in the chapel. The Sunday services are conducted by ministers of different denominations.

By the charter, granted by the Commonwealth of Massachusetts, "the corporation of Wellesley College is authorized to grant such honorary testimonials, and confer such honors, degrees, and diplomas, as are granted or conferred by any University, College, or Seminary of learning in this Commonwealth; and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed, by usage or statute, to the possessors of like diplomas from any University, College, or Seminary of learning in this Commonwealth."

The College comprises the Academic Department, the School of Music, and the Department of Art. Each of these has its special faculty, and all are under the direction and control of the President of the College and the Board of Trustees.

In the Academic Department different lines of study lead to the degrees of Bachelor of Arts and Master of Arts. In the School of Music a degree of Bachelor of Music may be given, or for a less amount of work, a diploma. In the Department of Art a diploma only is given.

Students in any of these departments may enter classes in any other, upon obtaining permission from the President of the College. The regular study of music or art may be combined with the work required for a degree of Bachelor of Arts, the academic studies extending through five instead of four years.

The academic year consists of thirty-five weeks exclusive of vacations, and begins on the Wednesday following the 14th of September.

### The Libraries.

THE GENERAL LIBRARY of the College, endowed by Eben Norton Horsford, now numbers 45,500 carefully selected volumes, not including pamphlets, and is open from 7 A. M. to 9.20 P. M., and on Sundays, from 9 to 11 A. M. and from 2 to 6 P. M. Students have free access to the shelves. The library is fully catalogued by author and subject entries, and the most recent and useful bibliographical aids are provided; special effort is made by the librarians to train students in thorough methods of research. A practical course of instruction in Bibliography is given each year in connection with college courses in Literature, Art, Philosophy, History, and Economics.

One hundred and seventy-five American, English, French, and German periodicals are taken for the General Library. The list includes the most important representatives of the branches of instruction covered by the college curriculum. About thirty-seven daily, weekly, and monthly journals are taken for the reading room.

The following collections are located in the laboratories of the departments to which they belong:—

The Art Library, 1,417 volumes.

Botanical Library, 1,603 volumes.

Library of Physics, Physical Astronomy, Microscopy, and Physical Geography, 2,156 volumes.

Library of Zoölogy and Physiology, 1,565 volumes.

Library of Chemistry, Mineralogy, and Geology, 1,142 volumes.

THE GERTRUDE MEMORIAL LIBRARY, established by Mr. A. A. Sweet, with the MISSIONARY LIBRARY, and other collections in the General Library, furnish 3,885 volumes for Biblical study and religious reading.

THE LIBRARY OF AMERICAN LINGUISTICS, a special gift from Prof. E. N. Horsford, now numbers 1,420 works, including the valuable collection made by Major J. W. Powell.

In the smaller houses, libraries of literary, historical, and religious works are being accumulated through private generosity.

### The Farnsworth Art Building and the Art Collections.

The Farnsworth Art Building, the gift of the late Isaac D. Farnsworth, was open for work in September, 1889. Besides a lecture room, galleries for collections, and studios for those engaged in drawing and painting, a special feature in the plan of the building is the arrangement of laboratories and libraries, so that the books and art material relating to particular subjects and periods can be made immediately available to general students.

The Art Collection now numbers two thousand photographs, engravings, etchings, and drawings; a series of stereoscopic views illustrating the history

and art of different nations and periods ; a collection of paintings in oil and water colors ; copies of ancient armor ; a few ceramics, coins, and pieces in bronze and iron ; one hundred statues and busts ; a small collection of casts from the antique ; thirty-six pieces of pottery from an ancient cemetery on the Isthmus of Panama, the gift of Mrs. J. S. Lamson ; the James Jackson Jarves collection of laces and embroideries ; and the Stetson collection of sixty-five paintings in oil.

### **Laboratories and Scientific Collections.**

#### **CHEMICAL LABORATORIES.**

A new building has recently been erected for work in Chemistry alone. This contains a large laboratory for General Chemistry, with lockers for two hundred students ; separate rooms for analytical work in qualitative and quantitative branches ; and a room specially arranged for making organic preparations. All of the rooms are well lighted, conveniently arranged, and thoroughly equipped with modern appliances for successful work. The building contains also a reading room, and a large lecture room admirably arranged for experimental illustrations.

#### **GEOLOGICAL AND MINERALOGICAL COLLECTIONS.**

The mineralogical specimens are arranged in three collections. One collection is exhibited in glass cases, and illustrates the variety and finer qualities of mineral specimens ; also by its arrangement with labels for the groups into which it is divided, it shows the classification of minerals, and, to some extent, their association.

Another is used as a reference collection. It contains well-characterized specimens of the more common species. The specimens are labeled and arranged in drawers, and the collection is always accessible to students taking Mineralogy.

There is a third, which is used as a teaching collection. It comprises smaller but well-selected specimens, which are systematically arranged in small wooden trays with numbers, but without labels. During an exercise each student has one of these trays which presents objectively the subject of the lesson.

The room containing these collections is supplied with tables equipped with appliances for testing specimens and laboratory work.

The Geological collection of specimens used in teaching the kinds of rocks, rock-structures, the fossil evidences of life and their succession in past times, is so arranged in cases and labeled that it permanently illustrates these topics.

#### **PHYSICAL LABORATORIES.**

The department of Physics occupies a convenient lecture room, provided with arrangements for sunlight and lantern projection, and adequate apparatus for illustrative experiments.

Laboratories for students are equipped with instruments adapted to a wide range of work. Rooms are especially fitted for photometry, photography, spectroscopic work, and electrical measurements. A workshop is provided with lathe and tools. A steam engine and two dynamos are connected with the laboratories.

#### BOTANICAL LABORATORIES.

There is a large laboratory for the study of Morphology, and smaller ones for Histological and Physiological work, as well as one for pressing and preparation of plants. All are furnished with microscopes and microscopic accessories; those for advanced work have also the necessary physical and chemical apparatus and such other appliances as are requisite to enable students to carry on independent research.

The collection illustrative of Botany includes: the herbarium, containing upward of six thousand phanerogams and about six thousand and five hundred cryptogams; a generic collection mounted under glass; a collection of woods, fruits, and economic vegetable products and a set of drugs fully illustrating the pharmacopoeia; two hundred charts by Henslow, Kny, Dodel-Port, and others; a collection of Auzoux's botanical models, illustrating the structure of both flowering and flowerless plants.

In addition to the working collections, a permanent Museum is being arranged.

#### ZOOLOGICAL LABORATORIES.

There are three laboratories for the study of Zoölogy and Animal Physiology. Students are provided with dissecting and compound microscopes, and, for special demonstration, lenses of exceedingly high power are available.

Accessories which aid in the pursuit of the subject are: the museum, a typical collection of both vertebrates and invertebrates; a considerable and increasing number of charts; a collection of His, Blaschka, and Auzoux models, including a manikin, and models of separate organs and mechanisms. There is also an excellent local collection of birds, and one of insects.

#### PSYCHOLOGICAL LABORATORY.

Students in Experimental Psycholog, have the use of models and plates of the brain, lambs' brains, and dissecting instruments. The equipment of the laboratory includes an aesthesiometer, a pressure-balance, graduated weights and instruments for the study of the dermal senses; tuning forks and sonometers; a color-wheel, a campimeter, a Wheatstone stereoscope, the Ragona Scina, and the Hering apparatus for the study of simultaneous contrast; Dr. Sanford's pendulum-chronograph; a stop-watch and other simple appliances.

#### MATHEMATICAL MODELS.

The collection of mathematical models consists of a set of models of simple solids, surfaces of the second and higher orders, and circular sections of surfaces of the second order. They are executed in wood, thread, card, and plaster.

### Concerts and Lectures.

Frequent recitals and concerts are given by the advanced students in the School of Music, by members of the Faculty of the School, and by distinguished musicians from Boston and elsewhere. These concerts are free, but it is expected that all who are able will contribute to the "Concert Fund."

One lecture on a Shakespearean subject is provided annually by the income of the Kate Howard Furness Fund, and two readings or lectures on elocution by that of the Monroe fund, and a course of weekly lectures on Current Topics is maintained from October until May. The lectures on current topics are given by the members of the Wellesley faculty, assisted by professors of other faculties and by other speakers. There are also occasional addresses, which, though of especial interest to members of some one department, are open to the College at large.

### Societies.

THE WELLESLEY COLLEGE CHRISTIAN ASSOCIATION is organized to promote the religious life of the College, to arouse an intelligent interest in social reforms, and to increase the interest in home and foreign missions.

THE BEETHOVEN SOCIETY is the principal college organization for the study and practice of part songs and choruses. It is open to all members of the College, whether belonging to the School of Music or not, the only requirements being a good voice and ability to sing ordinary music at sight. The instruction is free, but the weekly rehearsals are to be attended as faithfully as any other college appointment. The Society is expected to give at least two concerts annually, besides singing at Commencement, and on other festival occasions. The Professor of Music has the direction of the rehearsals and concerts.

THE SHAKESPEARE SOCIETY was formed in 1876, and is a branch of the London Shakespeare Society, whose publications it regularly receives. Its sessions are held once in four weeks.

THE PHI SIGMA and ZETA ALPHA SOCIETIES afford additional opportunity for literary training.

THE TAU ZETA EPSILON has for its aim the cultivation of those habits of observation and study which lead to an appreciation of the ideals of art.

THE AGORA. The object of this society is to promote an intelligent interest in the political questions of the day.

THE CLASSICAL SOCIETY has for its object the advancement of the interests of classical study in the College.

### Health Provisions.

Wellesley is known as one of the most healthful towns in Massachusetts. The College grounds include more than three hundred acres, and give ample opportunity for exercise and recreation. Lake Waban affords a most attractive place for boating and skating.

The health of the students is considered of primary importance. In the construction of the buildings this has been kept constantly in view. Everything possible has been done to give an abundance of light, sunshine, fresh air, and pure water. The drainage, natural and artificial, is excellent. Nearly all the houses are located on hills, and the ground slopes from them in every direction, so that stagnant waters are impossible.

The health of the students is in the care of two health officers. A hospital, separated from the rest of College Hall, is provided for those who may be ill, and a nurse is in constant residence. No charge is made for attendance or medicine, except in case of prolonged illness.

### Expenses.

The first payment, due at the opening of the College in September, is, for students residing in the college buildings, \$200 (\$150 for tuition and \$50 for board); for students not residing in the college buildings the payment is \$150. This payment must be made before the student may take her place in the class room. No exception will be made to this rule without a written permission from the Treasurer. *Checks or money orders should be made payable to Wellesley College.*

#### TUITION.

The charge for tuition is \$150 a year; this is paid by *all* students residing in the college buildings, and by all others who do not come under one of the following exceptions:—

a. Approved graduate students pursuing a course of study leading to the M.A. degree are not required to pay tuition, provided they do not reside in the college buildings.

b. Students who are permitted to take seven hours or less of class-room work per week, and who do not reside in the college buildings, pay tuition by the course as follows: For one course of two, three, or four hours per week the charge is \$35; for a course of one hour per week the charge is \$20. No charge is made for tuition in Bible study.

An additional charge is made for materials in every laboratory course. The fee is \$5 for each laboratory course in Botany, Chemistry, or Zoölogy (except course 8 in Zoölogy), and \$1 for each course in Physics or Mineralogy and for course 8 in Zoölogy. Every student should also reckon on the expenditure of \$10 to \$25 annually for the purchase of books. At the time of taking the degree a diploma fee is charged. This is \$5 for the B.A. degree and \$25 for the M.A. degree. At the time of taking a certificate, a certificate fee of \$3 is due.

#### TUITION AND OTHER CHARGES IN THE SCHOOL OF MUSIC.

For private instruction for the College year in Piano, Organ, Harmony,

Violin, or Vocal Music, two lessons per week . . . . .	\$100 00
One lesson per week . . . . .	50 00

(Lessons forty-five minutes each.)

For the same Instruction for the College year,—two half-hour lessons per week . . . . .	\$75 00
Harmony, class of two, each student, two lessons a week . . . . .	50 00
Harmony, class of three, each student, two lessons a week . . . . .	35 00
Ensemble playing, class of three, each student . . . . .	35 00
Interpretation and Analysis, class of three, each student . . . . .	35 00
Sight-singing and Tonic Sol-fa . . . . .	15 00
(Lessons forty-five minutes weekly.)	
For use of the Piano or Reed Organ, one period daily, for the year . . . . .	10 00
For two periods daily . . . . .	20 00
For three periods daily . . . . .	30 00
For use of the Pipe Organ in Music Hall, one period daily, for the year . . . . .	15 00
For two periods daily . . . . .	30 00

Lectures on the Theory and History of Music are free to all students of the College.

Charges for instruction on instruments not mentioned will be fixed when the lessons are arranged.

It is understood that all arrangements for the study of music are made for the entire year. Lessons cannot be discontinued, except for extraordinary reasons, and due notice must be given to the Director. No deduction will be made for lessons lost by the student.

#### TUITION AND OTHER CHARGES IN THE DEPARTMENT OF ART.

During the present year, pending reorganization of this department, the College gives no instruction in art.

#### BOARD.

Residence in the college buildings is optional. The expense of board and residence in any one of these buildings is \$200. All students in these buildings are required to aid in the lighter domestic work or in the clerical labor of the offices, libraries, and departments of instruction. The time occupied is never more than forty-five minutes daily.

Two systems of lodging are in use at Wellesley,—the cottage system and the hall system. College Hall (arranged in suites consisting of study and sleeping room) accommodates two hundred and eighty-seven persons; Stone Hall (with single apartments and four dining rooms), one hundred and seven; Freeman Cottage, fifty-one; Wood Cottage, forty-eight; Norumbega Cottage, thirty-five; The Eliot, thirty-one; Simpson Cottage, twenty-three; Waban Cottage, ten; The Fiske, thirty-two. Each Hall has an elevator. All the rooms are fully furnished and supplied with electric lights or student lamps.

Application for rooms in the college buildings should be made from one to two years in advance of the time at which the student is expected to enter, or, if possible, even earlier. A fee of \$10 must be sent before the first of June, as a registration fee, for a student intending to enter in the following September. This fee will be credited to the student, and a corresponding

deduction made from the sum due at the opening of the year. Should the student decide to withdraw, the fee will be returned provided notification of the change of plan is received at Wellesley before the 18th of August.

Rooms will be assigned at the opening of the College strictly in the order in which the applications were received and registered, and vacancies during the year will be filled in the same order. Former students applying before July 1st will, however, take precedence of new students in the matter of rooms. Board can be obtained in private families in the village for \$6 per week and upward. A limited number of students can arrange for board at the College during the Christmas and spring vacations at \$6 per week. Information regarding boarding places may be obtained by addressing the Dean.

### **Attention is called to the following changes in the charges for tuition and board.**

Beginning with the college year 1896-97, tuition will be \$175 and board in the college buildings \$225. No assistance will hereafter be required in domestic or clerical work. Laboratory and diploma fees, etc., will remain unchanged. The entire tuition will be payable in advance, and students residing in the college buildings will also pay in advance \$75 for board, while the remaining \$150 for board will be due at the beginning of the second semester. Partial tuition will be at the rate of \$20 for a one-hour course, \$40 for a two-hour course, and \$60 for a three-hour course, and will be payable in advance. No tuition will be required for courses in Bible study.

All students in attendance during the college year 1895-96 will pay at the present rates (\$150 for tuition and \$200 for board) until the close of the college year which ends in June, 1899, and no assistance in domestic or clerical work will be required from such students. No students except those in college during the present year can be admitted on these rates.

#### **Scholarships, Etc.**

##### **A. FOR UNDERGRADUATES.\***

The Wood Memorial Scholarship, founded in 1878, by Mrs. Caroline A. Wood, in memory of her husband.

The Grover Scholarship, founded in 1878, by William O. Grover.

The Weston Scholarship, founded in 1878, by David M. Weston.

The Northfield Seminary Scholarship, founded in 1878.

The Pauline A. Durant Scholarship, founded in 1880, by Mr. and Mrs. Durant.

The Sweatman Scholarship, founded in 1880, by Mr. V. C. Sweatman.

\* These scholarships, unless otherwise stated, are of \$5,000 each; their income is appropriated annually under the advice of the Students' Aid Society of Wellesley College.

The Walter Baker Memorial Scholarship, founded in 1880, by Mrs. Eleanor J. W. Baker; raised to \$7,000 by will of Mrs. Baker in 1892.

The Annie M. Wood Scholarship, founded in 1880, by Frank Wood.

Two Frost Scholarships, founded in 1880, by Rufus S. Frost, as follows:—

- One of \$1,000, the income to be given annually to some member of the graduating class designated by the Faculty.
- One of \$5,000, the income to be devoted annually to the aid of students.

The Union Church Scholarship, founded in 1880, by Mr. and Mrs. A. W. Stetson.

The Florence N. Brown Memorial Scholarship, founded in 1880, by Mr. and Mrs. Samuel N. Brown, Jr.

The Augustus R. Clark Memorial Scholarship, founded in 1880, by Mr. and Mrs. A. N. Clark.

Four Harriet Fowle Scholarships, founded in 1881, by Henry Fowle Durant, in memory of his mother.

The Durant Memorial Scholarship, founded in 1883, by the officers and students of Wellesley College, in honor of Henry F. Durant.

The Jane Topliff Memorial Scholarship of \$6,000, founded in 1883, by Mrs. William S. Houghton, in memory of her mother.

The income of a fund of \$25,000 known as the "Stone Educational Fund," founded in 1884, by Mrs. Valeria G. Stone.

The Jeannie L. White Scholarship, founded in 1886, by herself.

The Mr. and Mrs. Solomon F. Smith Memorial Scholarship, founded in 1888, by George Smith, for the tuition of students from the town of Wellesley.

The Margaret McClung Cowan Fund, of \$1,000, founded in 1888, by Rev. and Mrs. P. D. Cowan, in memory of their daughter.

The Emmelar Scholarship, founded in 1889, by the Class of '91.

The Sarah J. Houghton Scholarship, of \$6,000, founded in 1889, by William S. Houghton, in memory of his wife.

By provision of Mr. E. A. Goodenow, in 1885, the sum of \$250 is annually divided among five deserving students.

The Edith Baker Memorial Scholarship, of \$7,000, founded by bequest of Mrs. E. J. W. Baker, in 1892.

The Joseph N. Fiske Memorial Scholarship, founded in 1892, by Mrs. J. N. Fiske.

The Abbie A. Coburn Memorial Scholarship, of \$2,000, founded in 1892.

The Eliza C. Jewett Scholarship, of \$6,000, founded in 1894; the income to be appropriated to the daughter of a clergyman, or of a home or foreign missionary, selected by the Faculty of the College.

The Ada L. Howard Scholarship, of \$6,000, founded in 1895.

## B. FOR GRADUATES.

To all approved graduate students pursuing a course of study leading to the M.A. degree, the college remits the general tuition fees, thus practically giving to each a scholarship of \$150. This remission does not include laboratory or diploma fees, and students to whom it applies are not permitted to reside in the college buildings.

In addition to the scholarships, the Students' Aid Society receives and disburses smaller sums, thus aiding those who, while they have some resources, could not meet the entire expense of a college course.

The object of the Society is to assist young women who would otherwise be unable to obtain an education. In many cases money is loaned to students without interest, in the expectation that whenever they are able they will repay the Society; assistance is often given partly in gifts and partly in loans.

The income accruing from the scholarships together with the amount appropriated by the Society in loans and gifts, during the year 1894-95, was \$7,562.50. The funds at its disposal are wholly insufficient to meet the wants of the applicants. Contributions of any amount will be gladly received, and should be sent to the Treasurer of the Society, Mrs. Pauline A. Durant, Wellesley, Mass. All applications for assistance must be made by letter, addressed to the Secretary, Students' Aid Society, Wellesley, Mass.

### Deductions.

A student obliged to leave college before the end of the year for which she entered, will be charged for board (at the rate of \$6 per week) until formal notice is given by her parent or guardian that she has relinquished her room. As engagements with instructors and other provisions for the carrying on of college work are made by the College for the entire year in advance, no deduction can be made in the charges for tuition.

No deduction is made for absences during the year.

The registration fee of ten dollars, mentioned on p. 18, will be returned, provided notice of the relinquishment of the room be received before the 18th of August.

A student who enters after the opening of the college year will be charged tuition as follows:—

If she enters during the first semester,

Full tuition	.....	\$150.00
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If she enters at or after the opening of the second semester,

Half tuition	.....	75.00
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In any case board will be charged at the rate of \$6 per week.

N. B.—In any case if by special arrangement the student's room has been reserved for her from the opening of the college year, she will be required to pay full board and tuition for the entire year.

Tuition in Music and Art for students entering after the opening of the college year is in proportion to the number of lessons given. Laboratory fees are the same for the whole and for any portion of the year.

## ACADEMIC DEPARTMENT.

The courses of study in the academic department are arranged primarily to meet the needs of those who are fitted to take up a systematic line of work leading to a degree. Students who wish to pursue special studies are admitted on conditions stated on page 31.

The work of graduate students is under the especial direction of a committee appointed from the Faculty of the College.

### ADMISSION.

#### Admission of Undergraduates.

A candidate for admission must be at least sixteen years of age, and must present satisfactory evidence of good moral character and good health. A blank form for the certificate of health will be sent to her on July 20th. This certificate and a testimonial as to moral character, must be received at the College before September 1st.

Unless admitted on certificate (see page 29), any student who desires to become a candidate for a degree must pass examinations in the following subjects: English, Geography, History, Mathematics, Latin, and either (a.) Greek and German, or (b.) Greek and French, or (c.) French and German. Whichever one of these groups is chosen the maximum requirement in one language must be presented; but the minimum requirement in the other may be offered. But in place of the minimum requirement in either Greek, French, or German, any one of the three following sciences may be substituted: Physics, Chemistry, Zoölogy. Students may also, if they desire, take an entrance examination in Physiology, and thus relieve themselves of the necessity of taking the prescribed college course in that subject.

Full particulars regarding the subjects of examination are appended.

#### I. ENGLISH.

*Grammar*.—Analysis and Criticism of Sentences.

*Rhetoric*.—Choice of Words, Construction of Sentences, and Figures of Speech.

Text-books recommended: J. F. Genung: Outlines of Rhetoric; A. S. Hill: Foundations of Rhetoric; W. G. Mead: Elementary Composition and Rhetoric; Strang: Exercises.

*Composition*.—The examination essay should be written on one of three subjects, and should contain not less than five hundred words; it should be correct in punctuation, capital letters, spelling, and grammar, and should show proficiency in the principles of Rhetoric named above.

That these requirements may be satisfactorily met, there should be practice in composition equivalent to fortnightly themes during the first two years, and weekly themes during the last two years, of the preparatory course.

The subjects for the examination essay will be taken from the English Literature required for the year. These subjects will be given to the candidate at the time of the examination, and from them one is to be chosen upon which the essay is to be written in the class room, without reference to books.

*Literature*.—The Wellesley requirement is that adopted by the Commission of New England Colleges.

#### A. Reading.

A certain number of books are set for reading. The candidate will be required to present evidence of a general knowledge of the subject matter, and to answer simple questions on the lives of the authors.

The books set for this part of the examination are:—

1896: Shakespeare's *A Midsummer Night's Dream*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveller*; Scott's *Woodstock*; Macaulay's *Essay on Milton*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

1897: Shakespeare's *As You Like It*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveller*; Hawthorne's *Twice-Told Tales*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

1898: Milton's *Paradise Lost*, Books I. and II.; Pope's *Iliad*, Books I. and XXII.; *The Sir Roger de Coverley Papers* in "*The Spectator*"; Goldsmith's *The Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Southeby's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launfal*; Hawthorne's *The House of the Seven Gables*.

#### B. Study and Practice.

This part of the examination presupposes the thorough study of each of the works named below. The examinations will be upon subject matter, form, and structure.

The books set for this part of the examination are :—

1896 : Shakespeare's *The Merchant of Venice*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*; Webster's *First Bunker Hill Oration*.

1897 : Shakespeare's *The Merchant of Venice*; Burke's *Speech on Conciliation with America*; Scott's *Marmion*; Macaulay's *Essay on Samuel Johnson*.

1898 : Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; De Quincey's *The Flight of a Tartar Tribe*; Tennyson's *The Princess*.

## II. GEOGRAPHY :—

Ancient Geography of Greece, Italy, and Asia Minor.

## III. HISTORY :—

A brief history of the United States to the close of the Revolutionary War; of Greece to the Peloponnesian War; and of Rome to the close of the first century A. D. English History may be substituted for Greek History by candidates not offering Greek.

## IV. MATHEMATICS :—

*Algebra*.—Proportion, Inequalities, Powers and Roots, Quadratic Equations, Arithmetic Progression, Geometric Progression.

*Plane Geometry*.—As found in Chauvenet, or its equivalent.

Deficiency in preparation usually results from one or more of the following causes: the use of elementary text-books, insufficient length of time spent in preparation, neglect of exercises in original demonstration in Geometry, and neglect of reviews in both Algebra and Geometry. The text-books recommended are: Jones's Drill-book in Algebra and Chauvenet's Geometry. Candidates who have studied elementary text-books only cannot be received on certificate. One and a third years, with daily recitations, is the minimum time in which satisfactory preparation can be made in Algebra; and one year with daily recitations is the minimum in Geometry. We strongly urge the necessity of constant exercise in original demonstration in Geometry, with frequent written examinations in both Algebra and Geometry, the problems proposed being drawn from other sources than the text-books.

## V. LANGUAGES :—

### I. Latin.

Grammar, including Prosody.

The study of the rules of Prosody should be accompanied by such exercises in transposition of Latin verses as will make the rules familiar.

Prose Composition.

Forty written exercises in translation of English into Latin, which shall be equivalent, both in amount and in principles involved, to the whole of Jones's Prose Composition.

If no text-book is used the candidate will be liable to examination.

Cæsar, Gallic War, four books.

Cicero, seven orations, or six if the Manilian Law be one.

Vergil, *Aeneid*, six books.

Equivalents will be accepted; but verse will not be taken in place of prose, nor anything instead of the required translation of English into Latin. Constant practice in reading at sight is urged. The entrance examinations and the conduct of the work in College assume such training.

In pronunciation, the following rules are recommended: à like second a in aha! á like first a in aha! é as in *fête* (not fate); ë as in very; ï as in caprice; ï as in capricious; ò as in more; ò as in wholly (not as in holly); ù as in rural; û as in puss; ae nearly as in pear, or better, as in German *spräche*; ai as aye (yes); au nearly as ou in house, or, better, with more of the sound of the u, as in German *haus*; ei as in vein; eu (eh-oo); oe as in Goethe; ui as in cuirass; c as in sceptic (never as in sceptre); g as in gig (never as in gin); gn makes preceding vowel long; d, l, n, t more dental than in English; i (consonant) as in onion; m final, when not elided, touched lightly and obscurely, something as in tandem (tandm); n before c, g, q, x, as in the same position in English; n before s or f, nasal, lengthening the preceding vowel, as in *renaissance*; r trilled, as in Italian or French (this is most important); s as in sis (never as in his); t as in tot (never as in motion); th as in then (never as in thin); v (consonant) nearly as in *verve*, but labial rather than labio-dental, like the German w (not like the English w); let the English v be given as nearly as may be while directing the lower lip toward the upper lip, and avoiding the upper teeth; x as in six; z as dz in adz. Double consonants should be pronounced with great distinctness, yet smoothly, by holding the first till ready to pronounce the second. Great care should be given to the observance of quantity. In writing, the length of the vowels should, for a time at least, be marked by the student, and in reading, quantity should be strictly observed, no less in prose than in verse.

\*2. The maximum requirement in Greek, French, or German.

\*3. The minimum requirement in Greek, French, or German.

#### MAXIMUM REQUIREMENT IN GREEK.

Grammar. *The etymology must be thoroughly mastered.*

Prose Composition. Collar and Daniell's, Jones's, Winchell's, or Woodruff's, entire, including a systematic study of the main principles of syntax.

Xenophon, *Anabasis*, three books.

Homer, *Iliad*, three books; with scansion.

Candidates must be prepared to translate at sight both Attic and Homeric Greek of average difficulty, and to write in Greek a connected passage based upon Xenophon.

The text-books recommended are: For the first year, either Hadley and Allen's, or Goodwin's Grammar, with some book of First Lessons.

Particular attention should be given to the correct writing of Greek with the accents, to exercises both oral and written, and to the use of the blackboard for constant practice upon forms and constructions.

\* The same language may not be offered to meet requirements 2 and 3.

The following pronunciation is recommended: *a* as a in father; *ɛ* as e in prey; *i* as i in machine; *o* as o in prone; *u* as French *u*. The short vowels should be merely somewhat shorter than the corresponding long vowels; *au* as ay in aye; *eu* as ei in rein or in height; *ou* as oi in oil; *ui* as ui in quit; *av* as ou in house; *ɛv* as eu in feud; *ov* as ou in youth; *γ* before *κ*, *γ*, *χ*, *ξ* as n in anger, elsewhere hard; *θ* as th in thin; *χ* guttural, as ch in German *machen*.

The teachers of language in the preparatory schools are urged to insist upon the use of simple and idiomatic English in translation.

Ability to read at sight either easy French or German prose is strongly recommended to all classical students.

#### MINIMUM REQUIREMENT IN GREEK.

Systematic study of etymology from Goodwin's or Hadley and Allen's Grammar, in connection with a book of First Lessons. *Anabasis*, at least three chapters. Practice in writing Greek.

This work requires at least one year, with five recitations per week. It must be distinctly understood that this preparation does not admit the student to any college course in Greek.

#### MAXIMUM REQUIREMENT IN FRENCH.

If French only is presented the candidate must be prepared to meet the maximum requirement. She will be examined on the following books or their equivalents:—

Grammar. Chardenal: Complete Course. Larousse: Grammaire Française, Première Année, the following exercises: 28-32, 42, 51-2, 61-2, 84-9, 94-100, 116, 119, 121-3, 225-30, 276-7, 283-5, 289-90, 294, 296-8, 334-5.

Reading. Mérimée: *Colomba*; *Contes Choisirs* d'Alphonse Daudet; Halévy: *L'Abbé Constantin*; not less than two of Bôcher's College Plays; Molière: *Le Bourgeois Gentilhomme*; Corneille: *Horace*; La Fontaine: *Fables*, Livre I.; George Sand: *La Mare au Diable*; Bowen: *Selected French Lyrics* (20 pages); Michelet: *La Prise de la Bastille*; Ventura: *Peppino*.

To be committed to memory:—

Six of La Fontaine's fables, four short poems from Victor Hugo, and three from other nineteenth century poets.

Prose Composition. Special drill in idioms: Grandgent's Materials for Composition, III., II., I., and Fasnacht, Course I. (20 pages).

Conversation. Based upon texts and upon exercises of composition (pupil required to build sentences on a supplied vocabulary). This work must be systematic and thorough.

The candidate will be expected to be familiar with French grammatical forms and usage, and to have given special attention to composition and conversation. To do the work required, special stress must be laid upon sight translation from English into French and from French into English.

French should be the language of the class room.

The preparation for maximum requirement should cover a period of at least two years, five recitations per week.

#### MINIMUM REQUIREMENT IN FRENCH.

There are two minimum requirements, either of which the student can offer.

*A.* Chardenal : First French Book ; Rules and Exercises for Beginners, supplemented by exercises from Larousse's *Grammaire Française*, Première Année. Composition : Grandgent's Materials, III., II., I.

Conversation ; Reading : *Contes Choisis de Daudet* ; Halévy : *L'Abbé Constantin* ; Legouvé et Labiche : *La Cigale chez les Fourmis* ; Michelet : *La Prise de la Bastille*.

To be committed to memory : Not less than three short, easy poems from Victor Hugo ; four fables of La Fontaine.

*B.* Ability to read at sight acquired by the reading of three hundred pages of such texts as : *La Mare au Diable* de George Sand ; *Contes Choisis de Daudet* ; Super's Historical Readings ; Luquiens' French Prose. Grammar recommended : Grandgent's or Whitney's Brief French Grammar.

Students who offer minimum requirement B may be admitted to translation classes, but not, without additional preparation, to French 2.

The preparation for the minimum requirement in French should cover at least one year, five recitations per week. This work should not be crowded into a shorter time, and should be done under competent teachers.

#### MAXIMUM REQUIREMENT IN GERMAN.

If German only is presented, the candidate must be prepared to meet the maximum requirement :—

(1) A distinct German pronunciation, which may be acquired at the outset by a course in phonetics ; (2) A knowledge of the important rules of elementary grammar, which the student should be able to state in German, and to illustrate by original examples ; (3) Ability to understand spoken German, an easy lecture or novel, which will be acquired if German is made the language of the class room ; (4) Fluency in conversation upon simple topics, and knowledge of German idioms, which are gained by object lessons according to Pestalozzi's *Anschauungs Method* and by constant recitation in German ; (5) Ability to understand and recite some short specimens of choice lyric poetry ; (6) Ability to translate easy German at sight ; (7) Ability to translate easy English into German, to write simple compositions, and to use the German script.

These results can be obtained by the following course, or its equivalents :—

Grammar : *Deutsche Grammatik*, by Wenckebach-Schrakamp, pp. 1-156 and 193-291.

Prose composition: German Composition, by Ch. Harris, pp. 1-54; written abstracts of lessons in conversation, and stories from the Lesebuch.

Reading: Deutsches Lesebuch, by Wenckebach, pp. 1-126 and 167-247, studied according to the directions given in the preface. An easy story for practice in sight reading (*e. g.*, Meissner's *Aus meiner Welt*), a drama (*e. g.*, Lessing's *Minna von Barnhelm*), and Goethe's *Dichtung und Wahrheit*, three books.

Conversation: Deutscher Anschauungs-Unterricht, by Wenckebach, pp. 1-52, 78-82, 91-117, 128-161. Idioms, pp. 315-332 (see preface).

Poetry: Die Schönsten Deutschen Lieder, compiled by Wenckebach; the first five "Volkslieder," and numbers 2, 3, 8, 10, 14, 15, 18, 19, 20, 21, 22, 23, 26, 28, 30, 32, 33, 34, 37, 40, 42, 45, 46, 47, 50, 51, 52, 59, 60, 61, 62, 63, committed to memory.

The maximum preparation in German should cover a period of at least two years, five recitations per week.

#### MINIMUM REQUIREMENTS IN GERMAN.

There are two minimum requirements, either of which the students can offer.

##### *A.* The first year's part of the maximum requirement.

(1) Deutsche Grammatik, pp. 1-130 and 262-270. German Composition, pp. 1-21; (2) Reading: Deutsches Lesebuch, pp. 1-125 and 167-247. Poetry committed to memory, pp. 220-224 in the Lesebuch; (3) Speaking exercises: Deutscher Anschauungs-Unterricht, pp. 1-36. Idioms, pp. 315-319.

##### *B.* The ability to read easy prose at sight.

The student should translate, with attention to the grammar, at least two hundred pages of such German texts as Andersen's *Bilderbuch ohne Bilder*, Fouqué's *Undine*, Chamisso's *Peter Schlemihl*.

Students meeting minimum requirement B may be admitted to translation classes, but not to German 2, without additional preparation.

The minimum preparation in German requires at least one year, five recitations per week. This work should not be crowded into a shorter time, and should be done under competent teachers.

Equivalents will be accepted only in the same department of work. Thus, reading will not be accepted instead of grammar, poetry instead of conversation, etc.

#### VI. SCIENCE:—

Any one of the three following sciences\* may be offered in place of language 3: (1) Physics: The Harvard requirements in Physics; or, the courses outlined in the Report of the Committee on Secondary School Studies, pp. 117-127. (2) Chemistry: Remsen's Introduction to the Study of Chemistry, Briefer Course; or, the course outlined in the Report of the Committee on Secondary School Studies, pp. 117-137. (3) Zoölogy: Colton's Practical

\* In 1876 Physical Geography will be accepted as an alternative.

Zoölogy, except those parts which involve the use of the compound microscope. The student must be able to recognize the animals, and to make the dissections described in that book.

The preparation in these sciences should cover at least one year, five recitations per week. In all the science courses, notebooks of laboratory work, certified by the teacher, are to be presented in addition to examination or certificate of examination upon the text.

*Physiology.*—Students desiring to take an entrance examination in Physiology may prepare themselves by the study of Martin's Human Body, Briefer Course. Students who pass this examination may substitute for the College Physiology a one-third course in any other subject.

#### Admission on Certificate.

Any school whose equipment and curriculum enable it to prepare students for our freshman class, upon complying with the regulations stated below, may receive the right to give to each candidate a certificate of scholarship. This certificate shall excuse the candidate from College entrance examinations in the subjects covered by the certificate.

#### RIGHT OF CERTIFICATION.

1. The principal of a preparatory school who wishes a student to enter on his certificate in September, must apply for the right of certification not later than the first day of the preceding April. In response to this application a blank form will be sent, which the Principal is requested to fill out and return, sending with it a catalogue or circular of the school.
2. The right of certification is given for the first year on trial, but if the first students prove satisfactory, the right will be continued for three years.

#### CERTIFICATE OF SCHOLARSHIP.

1. The principal of the preparatory school must present a certificate of scholarship for each candidate. Blank forms will, on application, be sent to the Principal.
2. All certificates must be forwarded in time to be received at the College by July 3d, unless special arrangements have been made with the Board of Examiners. On or before July 20th each candidate will be informed of the decision with regard to her certificate. This decision will be sent, also, to the Principal who is responsible for her preparation.
3. All certificates must show distinctly that the candidate has met in detail the requirements as published in the current Calendar. Whenever any variation has been allowed, the work done must be specifically stated and offered as an equivalent, to be accepted or refused.
4. All certificates must be signed by the Principal of the school, and countersigned by the assistants who have instructed the candidate.

5. Examinations in Rhetoric, History of Greece, Rome, England, and the United States, Ancient Geography, Latin Grammar, Cæsar, Anabasis, and Greek for the minimum requirement may be held at any time before entering College. Examinations in either Algebra or Geometry, English Literature, Vergil and Prosody, Cicero, Iliad, Greek Grammar, German reading, poetry, and technical grammar for maximum requirement, French reading, poetry, and technical grammar for maximum requirement, Physics, Chemistry, Zoölogy, and Physical Geography, may be held at any time within fifteen months of entrance.

Examinations in all other subjects,—*i. e.*, English Composition, Latin Prose Composition, Greek Prose Composition, French Prose Composition and Conversation for maximum requirement, German Prose Composition and Conversation for maximum requirement, French and German minimum requirements, and either Geometry or Algebra,—must be held not earlier than twelve months before entrance.

6. The candidate who has received the certificate of a Principal will not be exempt from the entrance examinations in any particular subject, unless her certificate shows that she has satisfactorily accomplished the full amount of work required in that subject. Any student whose certificate is found on July 1st to be deficient in more than three final or six preliminary subjects, may be refused the privilege of presenting supplementary certificate, or of taking examination the following September.

7. Candidates will not be admitted if conditioned in two, or heavily conditioned in one, of the following subjects: Latin, Greek, French, German, and Mathematics.

8. Upon the acceptance of the certificates of scholarship, health, and character (see p. 22), the student is received on probation, and upon satisfactorily completing the work of the first semester of the freshman year, is matriculated for the Baccalaureate degree.

All communications concerning entrance examinations and certificates should be addressed to the Secretary of Wellesley College, Wellesley, Mass.

#### **Admission to Advanced Standing.**

The regular meetings of the Committee on Advanced Standing are held on the third Saturday of November, February, and May, and at these times only can applications for advanced standing be considered.

Candidates for advanced standing must fulfill the requirements for admission to the freshman class, and must also be prepared to be examined in the required studies previously pursued by the class which they wish to join, and in a sufficient number of electives to give full standing with that class.

Such candidates, if they come from other colleges, may present certificates of collegiate work; but it should be clearly understood that they are not necessarily thereby relieved from examinations.

Each candidate should apply for a statement of the credentials which she will need to present. These credentials should be sent to the Secretary of the College three weeks before the date of the meeting at which the candidate wishes her application to be considered.

All correspondence should be addressed to the Secretary of the College.

**Admission of Students not Candidates for a Degree.**

Opportunities for special study are offered to students who are not candidates for a degree, but who are fitted for college work and wish to avail themselves of college libraries and laboratories. Teachers who desire to devote a year or more to study along special lines will find ample opportunity for prosecuting such work. All courses, graduate as well as undergraduate, are open to special students, subject to the conditions stated by the various departments ; but every such student is expected to choose a primary subject, to which she should devote the greater part of her time, and in which she should elect two or more courses. In addition, she may pursue one or more allied subjects as secondary electives.

Any student who creditably completes a prescribed group of courses in two or more departments will be granted a certificate stating the fact. A circular describing these courses will be sent on application.

Special students cannot during their first two years be lodged in the college buildings, but they may find comfortable homes in the village.

Application for entrance as a special student, with all required certificates, should be forwarded to the College before the first of June. All correspondence should be addressed to the Secretary of the College.

**EXAMINATIONS.**

**Entrance Examinations.**

The subjects for entrance examinations are divided into three groups : preliminary, intermediate, and final.

Examinations may be taken in June or September of any year before entering College in the preliminary subjects : Rhetoric, History of Greece, Rome, England, and the United States, Ancient Geography, Latin Grammar, Cæsar, Anabasis, and the minimum requirement in Greek.

Examinations must be taken not earlier than June of the year before entrance in the intermediate subjects : Algebra or Geometry, English Literature, Vergil and Prosody, Cicero, Iliad, Greek Grammar, German reading, poetry, and technical grammar for maximum requirement ; French reading, poetry, and technical grammar for maximum requirement ; Physics, Chemistry, Zoölogy, and Physical Geography.

Examinations must be taken not earlier than September of the year before entrance in the finals : English Composition, Latin Prose Composition, Greek Prose Composition, French Prose Composition and Conversation

for maximum requirement; German Prose Composition and Conversation for maximum requirement; French and German minimum requirements, and either Geometry or Algebra.

Entrance examinations are offered at the College in June and September of each year. Such examinations may be appointed in June in any city where they are desired by two or more candidates. Applications for these local examinations should be made before April 1st to the Secretary of the College.

The following is the schedule of the entrance examinations in 1896.

JUNE, 1896.

*Tuesday, June 9.*—Geometry, 8.30-10.15 A. M.; Algebra, 10.30 A. M.—12.30 P. M.; Grammar and Rhetoric, 2-3 P. M.; English Literature and Composition, 3-5 P. M.

*Wednesday, June 10.*—Physics or Chemistry or Zoölogy or Physical Geography, 8.30-10.15 A. M.; French (minimum), 10.30 A. M.—12.30 P. M.; History (English or Grecian), 1.45-2.45 P. M.; German (minimum), 2.45-5 P. M.

*Thursday, June 11.*—Greek Grammar, 8.30-10 A. M.; Greek Prose Composition, 10.15-11.45 A. M.; Greek (minimum), 8.30-10.45; United States History, 11.45 A. M.—12.30 P. M.; German (maximum), 9-11.45 A. M.; Anabasis, 2-3 P. M.; Iliad, 3-4.30 P. M.; French (maximum), 3-5 P. M.

*Friday, June 12.*—Cæsar and Cicero, 9-10.45 A. M.; Latin Prose Composition, 11 A. M.—12.30 P. M.; Vergil and Prosody, 2-3.30 P. M.; Roman History, 3.45-4.45 P. M.

SEPTEMBER, 1896.

*Wednesday, Sept. 16.*—Geometry, 8.30-10.15 A. M.; Algebra, 10.30 A. M.—12.30 P. M.; Grammar and Rhetoric, 2-3 P. M.; English Literature and Composition, 3-5 P. M.

*Thursday, Sept. 17.*—Cæsar and Cicero, 9-10.45 A. M.; Latin Prose Composition, 11 A. M.—12.30 P. M.; Vergil and Prosody, 2-3.30 P. M.; Roman History, 3.45-4.45 P. M.

*Friday, Sept. 18.*—Physics or Chemistry or Zoölogy or Physical Geography, 8.30-10.15 A. M.; French (minimum), 10.30 A. M.—12.30 P. M.; History (English or Grecian), 1.45-2.45 P. M.; German (minimum), 2.45-5 P. M.

*Saturday, Sept. 19.*—Greek Grammar, 8.30-10 A. M.; Greek Prose Composition, 10.15-11.45 A. M.; Greek (minimum), 8.30-10.45; United States History, 11.45 A. M.—12.30 P. M.; German (maximum), 9-11.45 A. M.; Anabasis, 2-3 P. M.; Iliad, 3-4.30 P. M.; French (maximum), 3-5 P. M.

**College Examinations.**

An examination period occurs at the end of each semester. At this period, and also during the days of the entrance examinations in September,

examinations for advanced standing and also for removal of conditions or deficiencies may be taken. Examinations for advanced standing in Physiology are offered only in September. Students intending to take examinations either for advanced standing, or for the removal of deficiencies or conditions, should report to the departments concerned a week before the beginning of the examination period.

### DEGREES.

The following degrees will be conferred by the Trustees upon recommendation of the Academic Council :—

Bachelor of Arts.

Bachelor of Music.

Master of Arts.

#### Requirements for the B.A. Degree.

Every candidate for the B.A. degree must complete before graduation the equivalent of fifty-nine one-hour courses,† of which a certain number are required, the rest elective.

The following subjects are required: Mathematics, one full course ;\* Philosophy, one full course ; Physiology and Hygiene, one one-hour course ;† Bible study, four one-hour courses ; English, three one-hour courses ; Language, one full course ; Natural Sciences, two full courses. If, however, a student offers for entrance a science in place of the minimum requirement in a third language, one full course of Natural Science only is required in College. If two courses are taken both must not be in the same department.

Of the required subjects, Mathematics must be taken in the freshman year; Physiology and Hygiene in the sophomore year; Bible, one hour per week in the freshman and sophomore years, two hours per week in the junior year; English, in the freshman, sophomore, and junior years, one hour per week each year. Of the Natural Sciences, one should be taken before the junior year, the other may be elected at any time during the course; language may be taken in any year. Philosophy should be taken in the junior year, save in exceptional cases.

The candidate for the degree is also required to show before graduation that the equivalent of eighteen one-hour courses has been taken as follows: Either (a) nine in each of two subjects which need not be related, or (b) nine or twelve in one subject with nine or six in one or two tributary subjects. In general, work done in required subjects may be counted in making up these eighteen hours, but course 1 in French and course 1 in German may not be counted, and course 3 in German may be counted only for three hours.

\* A full course is a course given either three or four times a week for one year.

† A one-hour course is a course given once a week for one year.

**Requirements for the M.A. Degree.**

## GRADUATE INSTRUCTION.

The department of Graduate Instruction of Wellesley College recognizes two classes of graduate students: (1) Those who are candidates for the degree of Master of Arts, and (2) those who do not purpose to make application for the Master's degree.

Graduate students not candidates for the Master's degree must have taken the Bachelor's degree, and must submit to the Committee on Graduate Instruction, for approval the plan of study which they wish to pursue.

Candidates for the degree of Master of Arts must be graduates of Wellesley College, or of some institution of equal standing, and must give satisfactory evidence of ability to carry on the work for the Master's degree.

The amount of work required of candidates for the M.A. degree consists of the equivalent of fifteen one-hour courses chosen from the courses described in the Circular of Graduate Instruction. The student is advised to choose one major subject, and not more than two minor subjects, which should be more or less closely related to the major subject.

One year is the shortest time in which a candidate can complete the work required; but it must be understood that only students of ability and maturity will be able to finish it in so short a time.

Upon completion of the work for the degree of Master of Arts, either an examination or a thesis, or both, will be required. The examination must be taken at Wellesley College during the regular examination period in June of the year in which the degree is to be conferred.

Candidates residing in the college buildings will pay the full charges for board and tuition, \$350 (\$400 after June, 1896) per annum. Tuition of approved candidates for the master's degree who are in residence, but are not lodged in the college buildings, will be remitted on all courses chosen from the Circular of Graduate Instruction.

Upon receiving the Master's degree, a fee of twenty-five dollars will be required of each candidate. Non-resident students who meet the requirements will receive the degree of M.A., but all candidates for the degree are strongly advised to carry on their work *in residence* either at Wellesley College, or in some institution of equal rank. The time of examination and the diploma fee are the same for resident and for non-resident students.

Applications for admission to the Department of Graduate Instruction should be addressed to the Chairman of the Committee on Graduate Instruction, Wellesley College, Wellesley, Mass.

Circulars containing fuller information concerning graduate work will be forwarded on application.

## STUDENTSHIPS GIVING OPPORTUNITY FOR STUDY ELSEWHERE THAN AT WELLESLEY.

### The American School of Classical Studies at Athens.

Wellesley College, through the generosity of Prof. E. N. Horsford, is a contributor to the support of this school, which was founded in 1882 by the Archaeological Institute of America.

The object of the School is to afford opportunity for the study of classical Literature, Art, and Antiquities in Athens and Greek lands; to aid in original research in these subjects; and to conduct the exploration and excavation of classic sites.

The school year extends from October 1st to June 1st.

The regulations for admission are as follows: "Bachelors of Arts of co-operating colleges, and all Bachelors of Arts who have studied at one of these Colleges as candidates for a higher degree, shall be admitted to membership in the School on presenting to the Committee a certificate from the classical department of the college at which they have last studied, stating that they are competent to pursue an independent course of study at Athens under the advice of the Director. Members of the School are subject to no charge for tuition."\* Further information can be had by application to Professor Chapin, who represents Wellesley upon the Managing Committee of the School.

### The Marine Biological Laboratory at Wood's Holl.

Wellesley College is a contributor to the support of the Marine Biological Laboratory at Wood's Holl,—a region especially rich in forms of marine life both vegetable and animal.

This laboratory, which is open during the summer for the study of marine life, affords opportunities both to investigators and to persons needing either instruction or direction.

In the department of Botany there are offered courses for the study of marine algae, types of fungi, and the higher cryptogams.

In Zoölogy, regular courses of instruction are given in the anatomy of typical marine invertebrates, and of the lower vertebrates. There is also a course in the embryology of fishes, which is fitted for advanced students.

Students in either Botany or Zoölogy who desire to undertake original work will receive suitable direction.

In addition to these opportunities there are courses of lectures on special subjects, which are open to all students, and also evening lectures on subjects of general biological interest.

Wellesley College is entitled to appoint annually from one to three students, who are entitled to all the advantages of the Laboratory without expense for tuition.

\* A few Fellowships of \$600 each are awarded by competitive examination.

Applications for appointment to a studentship should state the character of the work to be done,—*i. e.*, whether botanical or zoölogical, whether general work, investigation under direction, or independent investigation,—and should be forwarded to Professor Hallowell or Professor Willcox, in time to reach Wellesley before April 1st.

### COURSES OF INSTRUCTION.

The following Courses of Instruction are offered by the several departments, those from which undergraduates are excluded being marked with brackets. The College reserves the right to withdraw the offer of any elective study when not chosen by at least six students.

#### I. GREEK.

1. Lysias (selected orations); Plato: *Apology* and *Crito*; English into Greek, exercises based on prose read; Homer: *Odyssey* (selections amounting to about 2,500 verses). *Open to students who have met entrance requirements. Four hours per week for a year.*  
Associate Professors Montague and Edwards.
2. Attic orators: selections; Euripides: one drama. *Open to students who have completed course I. Three hours per week for a year.*  
Associate Professor Edwards.
3. Historians: selections, chiefly from Herodotus and Thucydides; Æschylus: *Persians*. *Open to students who have completed course I. Three hours per week for a year.*  
Associate Professor Edwards.
4. Origin and development of Greek Drama. Aristotle's Theory of Tragedy. Reading and criticism of selected dramas; Æschylus: *Prometheus*; Sophocles: *OEdipus Tyrannus*, *Antigone*, *Electra*; Euripides: *Bacchæ*. A study of all the extant plays of Æschylus and Sophocles is made by special topics. *Open to students who have completed two full courses. Three hours per week for a year.*  
Professor Chapin.
5. History of Greek Poetry. Theory of Poetry in Plato's *Ion*. Lectures and readings; Homeric Hymns; Hesiod; elegiac poets; lyric fragments; Pindar; Theocritus. *Open to students who have completed three full courses. Three hours per week for a year.*  
Professor Chapin.
6. Private life of the Greeks; lectures and readings; Aristophanes (selected comedies). *Open to students who have completed three full courses. Three hours per week for the second semester.*  
Professor Irvine.

8. Homer. Readings and lectures. *Open to students who have completed three full courses. Three hours per week for the first semester.*  
 Professor Irvine.

\*9. Elements of style and criticism as treated in the writings of Aristotle, Dionysius of Halicarnassus and Longinus ; with illustrative readings from orators and dramatists. *Open to students who have completed courses 1 and 2. Three hours per week for the second semester.*  
 Professor Irvine.

10. Plato : Phædo ; selections, chiefly from the Republic. The selections will be planned to elucidate some special subject as treated by Plato. *Open to students who have completed two full courses. Three hours per week for a year.*  
 Associate Professor Montague.

11. Greek Syntax. A systematic study of the essential principle of Greek Syntax, illustrated by passages from various authors. Constant practice in translation from English into Greek. *This course is especially recommended to those intending to teach Greek. Open to students who have completed course 1. One hour per week for a year.*  
 Associate Professor Montague.

#### GREEK TESTAMENT.

For courses in the study of the Greek Testament, see p. 67.

## II. LATIN.

1. Translation : Nixon's Parallel Extracts, English and Latin ; Annals of Tacitus, I.-IV. (Furneaux) ; Letters of Cicero, selected (Tyrrell) ; History of a limited period of the Roman Empire. *Open to students who have met entrance requirements. Four hours per week for a year.*  
 Dr. Tebbetts, Miss Fletcher.

As one object of this course is facility in writing Latin prose, prominence is given to the comparison of Latin and English idioms, illustrated by class exercises based on the Latin read.

2. Lyric Poetry. Horace : Odes and Epodes. *Open to students who have had course 1. Three hours per week for the first semester.*  
 Professor Lord.

3. Epistles. Pliny's Letters, selected ; with selections also from Cicero's Letters. *Open to students who have had course 1. Three hours per week for the second semester.*  
 Professor Lord.

\* Not offered in 1895-96.

4. Comedy. Selected plays of Plautus and Terence. *Open to students who have had courses 1 and 2. Three hours per week for the first semester.*

Professor Lord.

5. Satire. Selections from Horace, Persius, and Juvenal. *Open to students who have had courses 1, 2, and 3. Three hours per week for the second semester.*

Professor Lord.

6. Historians. A critical study of the annals of Tacitus. Weekly seminar. Reading at sight of Paterculus, Book II., and of the Tiberius of Suetonius. Study of the period through Rushforth's Latin Historical Inscriptions Illustrating the Early Empire. *Open to students who have had two full courses, or equivalents. Three hours per week for a year.*

Dr. Tebbetts.

In preparation for the seminar, reading of portions of Cæsar, Livy, and Sallust is required, as data for intelligent comparison of the style of Tacitus with that of his predecessors. In the second semester special study is made of the "reign of terror."

†7. Philosophical Writings. Lucretius, Cicero, Seneca, selections. *Open to students who have had two full courses, or equivalents. Three hours per week for a year.*

Professor Lord.

†8. [Rhetorical Writings. Quintilian, Cicero, selections. *Three hours per week for a year.*

Professor Lord.]

†9. Lyric, Idyllic, and Elegiac Poetry, with some practice in verse making. *Open to students who have had three full courses, or equivalents. Three hours per week for a year.*

Professor Lord.

10. Course in reading and writing Latin. Designed particularly for those intending to teach. *Open to students who have had two full courses, or equivalents. Two hours per week for a year.*

Professor Lord.

†11. Roman Constitutional History. Lectures. *Open to students from all classes in the department. One hour per week for a year.*

Professor Lord.

† Withdrawn for the current year.

## III. GERMAN.\*

1. Elementary Course.—Grammar, prose composition, reading, conversation, memorizing of poetry. *Three hours per week for a year.*

Misses Elsbeth Müller, Beinhorn, Mitzlaff.

2. Elementary Course.—Topics as in course 1. *Three hours per week for a year.*

Misses Habermeyer, Beinhorn, E. Müller, Mitzlaff.

3. Elementary Course.—Covering the amount of courses 1 and 2. *Six hours per week for a year.*

Misses E. Müller, Habermeyer, Beinhorn.

Wenckebach's German text-books, Deutsche Grammatik, Lesebuch, Anschauungs-Unterricht, Die Schönsten Deutschen Lieder, and Harris's German Composition are used in the above courses. Meissner's Aus meiner Welt and Lessing's Minna von Barnhelm are read and translated. The aim of courses 1, 2, and 3 is to give the student a knowledge of elementary German grammar in the German language, ability to understand with ease spoken German, fluency in conversation upon simple topics, and in translating easy German into English, and *vice versa*. Special attention is paid to the writing in German of the summaries of the topics read and discussed in the class, to the memorizing of choice lyric poetry, to the acquirement of a correct German pronunciation, and to the writing of the German script.

† 4. Scientific German, translation from German into English. *Open to students who have taken at least one year of German. Freshmen four hours; all other students three hours per week for a year.*

Miss Habermeyer.

The course is intended to give a reading knowledge of German through the medium of translation only, for the use of the German language in History, Literature, Natural Sciences. The choice of books will depend on the subjects taken up by the class.

5. Grammar and Composition (Intermediate Course). *Freshmen two hours; all other students one hour per week for a year.*

Miss Elsbeth Müller.

Review of elementary grammar and proficiency in more advanced grammar. Constant practice in prose composition (Harris), and letter writing.

6. Schiller (Elementary Course). *One hour per week for a year.*

Miss Habermeyer.

The course includes lectures, reading, translations, and the memorizing of poetry. Schiller's life, with his early dramas, is made the basis of easy lectures and discussions in German, so that the student may become accustomed to follow an uninterrupted train of thought, and learn to think connectedly in a foreign language.

\* Courses 1, 2 (or 3), 5-7, 11 and 12, 15 and 16, must be taken consecutively; the others are elective. Courses 1-15 are open to all students; courses 16-21 to juniors, seniors, and graduate students; course 22 to graduate students only.

† Withdrawn for the current year.

7. Translation and Conversation (Intermediate Course). *One hour per week for a year.*

Miss Habermeyer.

The chapters on "Philosophy" and "Art" in Wenckebach's *Deutscher Anschauungs-Unterricht* are translated into English, and made the subject of oral discussions in German. Texts read and translated: Scheffel's *Ekkehard*; Grillparzer's *Sappho*.

8. Grammar and Composition. *One hour per week for a year.*

Miss Elsbeth Müller.

9. Grammar and Composition (Advanced Course). *One hour per week for a year.*

Miss Elsbeth Müller.

The principles of advanced grammar are continued according to the best German grammars. Constant practice in Prose Composition.

10. Translation from German into English (Advanced Course). *One hour per week for a year.*

Miss Habermeyer.

Systematic training in translating difficult German into idiomatic English. The texts read and translated will be selected from scientific, historical, or philosophical works.

11. Goethe's Life and Works. *One hour per week for a year.*

Miss Elsbeth Müller.

Lectures, class-room discussions, essays, memorizing of poetry. Critical study of the principal characteristics of Goethe as a man, a dramatist, and a lyric poet. Much of the time will be devoted to reading (without translation) *Götz, von Berlichingen, Werther, Egmont, Iphigenie*, etc., and to oral discussion and criticism of the texts. Reference books: Goethe's *Dichtung und Wahrheit*; Bernay's *Der junge Goethe*; H. Grimm, *Goethe*.

12. Germanic Mythology and Wölsungensaga. *One hour per week for a year.*

Professor Wenckebach.

The course consists of lectures, recitations, and reading. The main facts of Germanic Mythology and Sagas, as found in the *Edda*, Grimm's *Deutsche Mythologie*, Dahn's *Walhall* and Raszmann's *Die Deutsche Heldenage* are treated. A knowledge of these myths and sagas furnishes a valuable basis for the understanding of the Old and Middle High German literature.

\*13. German Prose, historical and other novels. *One hour per week for a year.*

Miss Margarethe Müller.

Lectures, reading, discussions, essays. Presentation of the historical development of the German novel, in lectures. Study of the modern novel in its form, character, and relation to German life. Special study of Freytag's, Dahn's, and Scheffel's historical novels (without translation).

\* Not offered in 1895-96.

14. Theory of the Drama, illustrated by Schiller's, Goethe's, and Shakespeare's dramas. *One hour per week for a year.*

Professor Wenckebach.

Lectures, discussions, reading. Treatment of the historical development of dramatic poetry. Study of the structure of the drama according to Freytag's *Technik des Dramas*, oral and written. Analysis of Shakespeare's Romeo and Juliet, King Lear, Macbeth, and Hamlet, and of Schiller's Die Räuber, Don Carlos, Maria Stuart, Die Jungfrau von Orleans and Goethe's Iphigenia. Reference books: Carrière's *Die Poesie*; Kleinpaul's *Poetik*.

15. History of German Literature to 1100. History of the German Language. *One hour per week for a year.*

Professor Wenckebach.

The course consists of lectures, discussions, reading, memorizing of poetry. The aim of the lectures is to trace the parallel development of the language, literature, social conditions, and religious ideals of the times. The works read and discussed are: the Merseburger Zaubersprüche, the Hildebrandslied, the Wessobrunner Gebet, Muspilli, Selections from the Heliand, Otfried's Krist, Roswitha's dramas, the Waltharlied, etc., according to Wenckebach's *Deutsche Literaturgeschichte* and *Musterstücke*, Scherer's *Geschichte der deutschen Literatur*, Freytag's *Bilder aus der deutschen Vergangenheit*, Könnecke's *Bilderatlas*.

16. History of German Literature from 1100-1624. *One hour per week for a year.*

Professor Wenckebach.

The course consists of lectures, discussions, reading, memorizing of poetry. The method, aim, and reference books are the same as in the preceding course. Chief topics: the Nibelungenlied, the Gudrunlied, the works of Wolfram, Gottfried, Hartmann, the Minnesingers and Meistersingers, Luther, Brant, Hans Sachs, and the Volkslied. The reading will consist of representative specimens of German mediæval prose and poetry as found in Wenckebach's *Meisterwerke des Mittelalters*.

17. Middle-High German. Study of the Nibelungenlied, Gudrun and Walther von der Vogelweide in the original. *Open to students who have taken courses 12 or 15. One hour per week for a year.*

Professor Wenckebach.

18. Nineteenth Century Authors. *One hour per week for a year.*

Miss Habermeyer.

Lectures, discussions, and readings. Study of the more important authors of the nineteenth century in connection with the history of German civilization. Works read: Kleist's, Grillparzer's, and Gutzkow's chief dramas, the poems of Platen, Chamisso, Uhland, Rückert, Lenau, Heine, Freiligrath, Geibel, Hamerling. Reference books: the histories of literature by Kurz, Salomon, Schröer, Götschall, König.

19. Lessing as Dramatist and Critic. *One hour per week for a year.*

Professor Wenckebach.

Lectures, discussions, reading, essays. Treatment of Lessing's critical work in literature, theology, and æsthetics. Works read and discussed are: Minna von

Barnhelm, Emilia Galotti, Nathan der Weise, the Hamburger Dramaturgie, Lao-koon, Erziehung des Menschengeschlechts, Axiomata, Anti-Götze. Reference books: Erich Schmidt's Lessing, Kuno Fischer's Lessing als Reformator der deutschen Literatur, Kuno Fischer, Lessing's Nathan, Baumgart, Handbuch der Poetik.

\*20. Schiller as Philosopher and Writer on Aæsthetics. *One hour per week for a year.*

Fräulein Margarethe Müller.

Lectures, discussions, readings. Critical study of Schiller's life and philosophic-aæsthetic poems and essays. Poems read: Die Künstler, Ideal und Leben; Essays: Über die aæsthetische Erziehung des Menschen; Über naive und sentimentalische Dichtung. Reference books: Minor's Schiller; Kuno Fischer's Schiller als Philosoph, Überweg's Schiller als Historiker und Philosoph.

21. Goethe's Faust, Parts I. and II. *Two hours per week for a year.*

Professor Wenckebach.

Lectures, discussions, essays. Extensive study of Goethe's Faust (Thomas's and Schroer's editions). Reading of selections from commentators. Contrasting of the Volksbuch von Dr. Faust with Marlowe's Faustus and the Faust-Puppenspiel. Study of the genesis of Goethe's Faust. Comparison of the Göchhausen "Urfaust" and the fragments of 1790, with the completed First Part.

†22. [Deutsches Seminar. *Three hours per week for a year.*

Professor Wenckebach, Fräulein M. Müller.

In this course the student will be expected to select special topics relating to some particular period of German literature, and to present the results of critical study or research in connection therewith.]

The language of the class room is German, except in Course IV. Besides the hearing of lectures in German and the constant speaking exercises in the class room, opportunities for further practice in speaking are offered at the German tables.

There is a well-selected library of 3,315 German books, to which students in the higher German courses are constantly referred.

#### IV. ROMANCE LANGUAGES.

##### I. FRENCH.

1. Elementary Course. *Open to all students. Freshmen four hours, all other students three hours per week for a year.*

Misses Schaeys and Roth.

Grammar. Chardenal: Complete Course, ninety-eight lessons and study of irregular verbs; Larousse: Grammaire Française, Première Année. Reading. Michelet: La Prise de la Bastille; Legouvé et Labiche: La Cigale chez les Fourmis; Halévy: L'Abbé Constantin; Daudet: Contes Choisis. Conversation and Composition.

\* Not offered in 1895-96.

† Withdrawn for the current year.

2. Intermediate Course. *Open to all students. Freshmen four hours, all other students three hours per week for a year.*

Misses Schaeys and Roth.

Grammar. Chardenal: Complete Course; Larousse: Grammaire Française, Première Année. Reading: La France Littéraire au XIX<sup>e</sup> Siècle, Belford's Reader, No. 6; Fables de La Fontaine; readings from French history; Molière: Le Bourgeois Gentilhomme; Corneille: Horace; Böcher's College Plays (two); Alfred de Vigny: La Canne de Joc. Composition: Fasnacht, Course 1. Conversation: oral rendering of texts read.

The object of Courses 1 and 2. is to give the student a good pronunciation, a knowledge of elementary grammar, ability to understand easy French, written or spoken, and power to give in French a written or oral résumé of a French passage, after the first reading. The work of both courses may be done in a single year by devoting to a single course six hours a week. See Course 15.

3. Third year course. *Open to students who have taken courses 1 and 2, or equivalents. Freshmen four hours, all other students three hours per week for a year.*

Misses Schaeys and Roth.

Grammar. Larousse: Grammaire Complète, deuxième année. Reading. Loti: Pêcheur d'Islande, Morich edition; Molière: L'Avare; Racine: Athalie; Alfred de Vigny: Cinq-Mars, Gringoire; Mdlle. Duval: Histoire de la Litterature Française. Conversation based during the first semester upon reading, during the second semester upon lectures in connection with the study of the language and literature. Composition: Fasnacht, Course 1.

Course 3 is intended to serve as a basis for more advanced work in grammar, conversation and literature, affording at the same time a general idea of the history of French thought and literature.

4. Literature of the XVII. Century. *Open to students who have taken courses 1, 2, and 3, or equivalents. Two hours per week for a year.*

Associate Professor Pugh.

Lectures, critical reading and translation: Authors of the seventeenth century. First semester; Corneille: Cinna, Le Cid, Horace, Polyeucte, Le Menteur; Racine: Andromaque, Britannicus, Iphigénie, Phèdre; Molière: Le Misanthrope, Les Précieuses Ridicules, Les Femmes Savantes, Tartuffe; Boileau: L'Art Poétique. Second semester: La Fontaine; Bossuet; Fénelon; The French Academy; Study of the Salons; Readings from the Mémoires, Correspondences, etc., of the seventeenth century.

The object of this course is to familiarize the student with French ideas on literature and on social life in the seventeenth century. Weekly lectures in French, summaries and collateral reading; exercises in translating English into French, based on a French text; essays.

5. Advanced Conversation and Composition. *Open to students who have taken courses 1, 2, and 3, or equivalents. One hour per week for a year.*

Miss Schaeys, Associate Professor Pugh.

6. Literary Study of Victor Hugo. *Open to students who have taken courses 1-3, or equivalents. Two hours or one hour per week for a year.*

Associate Professor Pugh.

Courses 4, 5, and 5, 6 are so arranged as to form together a full course (four hours for freshmen, three hours for other students).

Course 6 is intended for those students who, not intending to elect course 8, would have an understanding of this representative nineteenth century author.

7. Literature of the XVIII. Century. *Open to students who have had courses 1-4, or equivalents. Three hours per week for a year.*

Associate Professor Pugh.

Lectures, discussions, summaries, essays, retranslation into French of passages selected from Voltaire, Montesquieu, Rousseau, and others. First semester: Study of Literary Phases of the eighteenth century, Drama, Novel; Voltaire, Beaumarchais, Marivaux, Le Sage, Rousseau. Second semester: Study of Political and Philosophical Writers. Works read: Rousseau: *Contrat Social*; Montesquieu: *Esprit des Lois*.

The object of this course is to give a general view of French civilization in the eighteenth century, as shown by the literature, and the social and political institutions of the time.

8. Literature of the XIX. Century. *Open to students who have taken courses 1-4, or equivalents. Three hours per week for a year.*

Associate Professor Pugh.

Lectures, collateral reading, essays, and criticism; *Le Mouvement Littéraire au XIX<sup>e</sup> Siècle*, by G. Pellissier; study of literary schools, Romanticism, Realism, Symbolism; study of critical and historical writers; reading from Sainte Beuve, Taine, Brunetière, Le Maitre, Guizot, Michelet, and others; study of the Novel and the Drama; Chateaubriand, Mme. de Stael, George Sand, Musset, Hugo, Dumas, and others.

†9. Introductory Studies in French Philology. *Open, on consultation with Associate Professor Pugh, to students who present at least four years' work in French. Two hours per week for a year.*

Associate Professor Pugh.

Studies of *Extraits de la Chanson de Roland*, edited by M. Gaston, Paris; Bartsch; Chrestomathie. Translations into modern French. Study of Phonology.

†10. Introductory Studies in Old French Literature. *Open, on consultation with Associate Professor Pugh, to students who present at least four years' work in French. One hour per week for a year.*

Associate Professor Pugh.

Reading and lectures.

Courses 9 and 10 are intended to afford a study of the origins of the language and literature. Reading from original texts and from translations in modern French of the following: *La Chanson de Roland*; *Lyrical Poetry of Provence and of France*; *Girart de Roussillon*; *Romans Bretons*.

† Withdrawn for the current year.

†11. Literature of the XIII. and XIV. Centuries. *Open to graduate students who have taken the equivalent of courses 1-4, and either 10 and 11, or 13. Two hours per week for a year.*

Associate Professor Pugh.

Le Roman de la Rose, and the quarrel of which it was the subject; study of Mediæval Drama; Lyrical Poetry; Villon and others.

†12. Literature of the XVI. Century. *Open to students who have taken the equivalent of courses 1-4 and either 10 and 11, or 13. One hour per week for a year.*

Associate Professor Pugh.

History of the Renaissance in France; Rise of the Classical Drama; the Pleiade. Texts used: Hatzfeld and Darinsteter. Study of Italian influences.

†13. Middle Age Romance Literature. English Course. *Open to all students on consultation with Associate Professor Pugh. Three hours per week for a year.*

Associate Professor Pugh.

Lectures and reading. Study of Rise and Development of the Epic and Lyric Literatures in Provence, France, Italy and Spain. Intended for those who desire a knowledge of the great mediæval Literary movement which was dominated by France.

14. Reading Course. *Open to students who have met the "minimum B" admission requirement in French. Freshmen four hours, all other students three hours per week a year.*

Miss Jackson.

The object of this course is to give the student through the medium of translation, such a knowledge of French as shall be useful in the study of History, Literature, or the Natural Sciences.

†15. Double Course. *Open to all students. Six hours per week for a year.*

Misses Schaeys and Roth.

Work of courses 1 and 2 completed in one year.

## II. ITALIAN.

1. Elementary Course. *Open to all students. Freshmen four hours per week, all other students three hours per week for a year.*

Miss Jackson.

Grammar with written and oral exercises; reading and sight translation; conversation.

†2. Intermediate Course. *Open to students who have taken course 1. Three hours per week for a year.*

Miss Jackson.

Grammar: prose composition; reading and translation at sight in the first semester from modern authors; in the second semester, selections from the classic authors.

† Withdrawn for the current year.

\*3. History of Italian Literature in the XIII. and XIV. Centuries; lectures and essays. *Open to students who have taken courses 1 and 2, or equivalents.* *Three hours per week for a year.*

Miss Jackson.

4. History of Italian Literature in the XIX. Century; essays. *Open to students who have taken courses 1 and 2, or equivalents.* *Three hours per week for a year.*

Miss Jackson.

Courses 3 and 4 are offered in alternate years. Course 4 will not be offered in 1896-97.

5. Dante. English Course. *Open to juniors and seniors.* *Three hours per week for one semester.*

Miss Jackson.

Selections from the Divine Comedy (in English translations), with lectures on the history of the times. Papers and collateral reading will be required from the students. A knowledge of Italian is not required.

### III. SPANISH.

1. Elementary Course. *Open to juniors and seniors.* *Three hours per week for a year.*

Associate Professor Pugh.

Grammar with written and oral exercises, dictation, translation at sight of selected short stories; Selections from Cervantes; Calderon: La Vida es Sueño.

### V. ENGLISH.

#### I. RHETORIC; ENGLISH COMPOSITION, AND ENGLISH LANGUAGE.

1. General Survey. *Required of freshmen.* *One hour per week for a year.*

Associate Professor Hart, Miss Eaton.

First semester: the elements and qualities of style; class discussions, weekly themes. Second semester (a): Translation; description; narrative; criticism. (b) Six lectures on certain English authors regarded as masters of style. Fortnightly themes.

2. Exposition and Criticism. *Required of sophomores.* *One hour per week for a year.*

Miss Willcox.

First semester: Lectures on the structure of the Essay; analysis of various masterpieces taken as models; fortnightly themes. Second semester: Review of the various kinds of writing thus far presented; analysis of descriptions, stories, and essays, with study of structure and finish; themes once in three weeks.

\* Not offered in 1895-96.

3. Argumentative Composition. *Required of juniors. One hour per week for a year.*

Associate Professor Hart, Miss Eaton.

Lectures once a week until February. A brief based on a masterpiece of argumentative composition; three forensics preceded by briefs; discussion of briefs and forensics.

4. Newspaper Work. *One hour per week for the second semester. Alternative with the second semester of course 2 for students who have done superior work in the first semester of that course.*

Miss Willcox.

Practice in reporting, condensing, editing; writing of editorials, topics and reviews; study of current events.

\*5. Practice in Debating. *Open to students who have taken or are taking course 3. Three hours per week for a year.*

Discussion two hours a week of topics in Economics, History, and Literature.

6. Daily Themes. *Open to seniors. Two hours per week for a year.*

Mr. Young.

Critical analysis in the class room of themes submitted. Four themes per week. Fortnightly themes. Given as a one-hour course in 1895-96.

\*7. Anglo-Saxon Language and Literature. Anglo-Saxon Chronicles, prose of Alfred and Aelfric; short poems, Beowulf. *Open to freshmen. Four hours per week for a year.*

Professor Stratton.

Designed for students intending to make a thorough study of the English Language, and so arranged as to lead to course 8 in English Literature.

## II. ENGLISH LITERATURE.

1. Outline History of English Literature. Lectures and recitations. *Three hours per week for a year. Open to all undergraduates.*

Miss Eastman.

2. English Prose to 1830. Critical studies. *Three hours per week for a year. Open to students who have taken or are taking course 1.*

Miss Sherwood.

3. Epic and Lyric Poetry in English Literature. Emphasis on Spenser. Critical studies. *Three hours per week for a year. Open to students who have taken or are taking course 1.*

Miss Jewett.

4. Epic and Lyric Poetry in English Literature. Emphasis on Milton. Critical studies. *Three hours per week for a year. Open to students who have taken or are taking course 1.*

Miss Jewett.

\* Not offered in 1895-96.

\*5. American Literature. Lectures and themes. *One hour per week for a year.* *Open to all undergraduates.* Professor Bates.

6. Victorian Prose. Lectures, discussions, and papers. *Three hours per week for year.* *Open to students who have taken, as directed below, two previous courses.* Miss Sherwood.

7. English Poetry of the XIX. Century. Lectures, discussions, and papers. *Three hours per week for a year.* *Open to students who have taken, as directed below, two previous courses.* Miss Jewett.

8. English Literature of the XIV. Century. Critical study of Chaucer and Langland, with collateral work based mainly upon the publications of the Early English Text Society. *Three hours per week for a year.* *For conditions of entrance, see statement below.* Professor Bates.

9. English Drama. Critical study of Shakespeare, with the history of the antecedent English drama. *Three hours per week for a year.* *For conditions of entrance, see statement below.* Professor Bates.

10. Historical Development of English Literature. *For advanced students.* *Three hours per week for a year.* *For conditions of entrance, see statement below.*

11. [Shelley and Browning. Seminary. *Three hours per week for a year.* Associate Professor Scudder.]

\*12. [English Drama. Shakespeare's contemporaries and successors. Seminary. *Three hours per week for a year.* Professor Bates.]

13. Poetics. Lectures and exercises. *Open to all undergraduates.* *One hour per week for a year.* Professor Bates.

This course will not be offered in 1896-97.

14. English Masterpieces of the Nineteenth Century. Lectures and discussions. *Open to seniors who have taken no previous work in English Literature.* *Three hours per week for a year.* Associate Professor Scudder.

15. [American Literature. Seminary. *Three hours per week for a year.* Professor Bates.]

This course will not be offered in 1896-97.

The courses are elective, with the following restrictions:—  
Students proposing to elect a single course must take 1, with the exception of seniors desiring course 14.

\*Not offered in 1895-96.

Students proposing to elect two courses should take 1 and one of the courses designed for the training of the literary sense (2, or 3, or 4).

Students proposing to elect three courses should take 1, followed by 2, or 3, or 4, and finally by one of the courses illustrating the study of a literary epoch (6 or 7, or 8 or 9).

Students proposing to elect four courses will gain the fullest equipment for advanced study, or for teaching, by taking in sequence 8, 9, 6, or 7, and 10.

The seminaries are open only to graduates, and rarely to approved undergraduates and special students.

The English Literature department will furnish, on application, a pamphlet containing full description of all courses offered for 1895-96.

## VI. HEBREW.

†1. Elementary Hebrew. *Open to juniors and seniors. Three hours per week for a year.*

Miss Woolley.

An inductive study of the elements of Hebrew and principles of syntax in connection with the text of the first eight chapters of Genesis and other selected passages. Word lists and sight translation; Harper's Introductory Hebrew Method; Harper's Hebrew Syntax. Reading from the books of the Old Testament during second semester.

## VII. PHILOLOGY.

†1. General Introduction to the Science of Language. *Open to sophomores, juniors, and seniors. Three hours per week for the first semester.*

Professor Webster.

Study of primitive man; theories of the origin of language; phases of the development of language; origin and development of the alphabet; primitive Indo-European speech, and the home of the Aryans.

†2. Introduction to the Science of Comparative Philology. *Open to sophomores, juniors, and seniors. Three hours per week for the second semester.*

Professor Webster.

History of Philology among the Ancients; the discovery of Sanskrit; the beginnings of the Science of Comparative Philology; classification of languages; characteristics of the different groups of the Indo-European family of languages; biographical sketch of the leading Philologists; aims and results of philological research.

\*3. Comparative Grammar of Greek and Latin. *Open to sophomores, juniors, and seniors. Three hours per week for a year.*

Professor Webster.

Text-books are: Victor Henry: Comparative Grammar of Greek and Latin; Delbrück: Introduction to the Study of Languages. Works to which special refer-

†Withdrawn for the current year.

\*Not offered in 1895-96.

ence is made throughout the course are: Brugmann: Comparative Grammar of the Indo-European Languages; Paul: Principles of the History of Language; King and Cookson: Sounds and Inflections; Brugmann: Griechische Grammatik; Stolz: Lateinische Grammatik.

4. Historical Latin Grammar. *Open to sophomores, juniors, and seniors.* *Three hours per week for a year.*

Professor Webster.

Readings from Cicero, Quintilian, Gellius, and Varro.

5. Sanskrit. *Open to juniors and seniors.* *Three hours per week for a year.*

Professor Webster.

Perry: Sanskrit Primer; Whitney: Sanskrit Grammar; Lanman: Sanskrit Reader; lectures on the life and literature of the Hindoos.

6. Comparative Greek and Latin Grammar. (Advanced Course.) *Open to seniors.* *Three hours per week for a year.*

Professor Webster.

Brugmann: Comparative Grammar of the Indo-European Languages.

\*7. Old English. *Open to sophomores, juniors, and seniors.* *Three hours per week for a year.*

Professor Webster.

Sievers-Cook: Old English Grammar; Cynewulf: Elene; Beowulf; history of the development of the English language; study of dialects.

\*8. Comparative Grammar of the Teutonic languages. *Open to sophomores, juniors, and seniors.* *Three hours per week for a year.*

Professor Webster.

Not more than three of the courses offered in this department will be read in any given year.

## VIII. PHILOSOPHY.

†1. Psychology as Introductory to the Philosophy of Art; Elementary Studies in Ästhetics and Ethics. *Open to sophomores and juniors.* *Three hours per week for a year.*

Professor Morgan.

2. The Philosophy of the Beautiful and History of Ästhetics. *Open to juniors and seniors.* *Three hours per week for a year.*

Professor Morgan.

Hegel's theory regarding beauty compared with other phases in the history of æsthetics; psychological investigation of the nature of imagination, with verification in the biographies of artists; application of principles of æsthetics studied in a series of compositions selected from each of the several arts: Architecture, Sculpture, Painting, Music, and Literature.

\*Not offered in 1895-96.

†Withdrawn for the current year.

3. The Regenerating Life of the Christ. *Open to juniors. Two hours per week for a year.*

Professor Morgan.

The Bible presentation of the history of man's degeneration, and of the beginning of regeneration through Jesus Christ. Interpretations through modern history and literature of the Scripture accounts; the basis of the Christian religion compared with the basis of other religions.

\*12. The Philosophy of Religion derived through Studies in the History of Religions. *Open to students prepared by a general elementary course in philosophy. Three hours per week for a year.*

Professor Morgan.

Psychological investigation of the religious instincts and intuitions; the evolution of systems of religion; discussion of theories proposed to account for the differentiation of the historic types of religion; the embodiment of the national religion of Greece in mythology and art; the characteristics of Christianity in which it differs from all other religions.

†4. Logic. *Open to sophomores, juniors, and seniors. Three hours per week for the first semester.*

Dr. Ritchie.

Fowler's text-book on the forms of induction and deduction; problems in argumentation and criticism.

\*14. Applied Logic. *Open to juniors and seniors. One hour per week for a year.*

Dr. Ritchie.

The practical application of the rules of logic. Exercises in the construction and critical analysis of arguments, with the aim of exhibiting the methods that lead to correct, clear, and comprehensive thinking.

5. Ethics on the Basis of Psychology. *Open to juniors and seniors, and to sophomores under advice from the department. Three hours per week for a year.*

Dr. Ritchie, Miss Thompson, Associate Professor Case.

Study of the phenomena and laws of mind, special attention being given to the psychology of feeling and of will; lectures on ethical systems; discussion of the application of ethical principles to the problems of individual and of social life. Text-book: Muirhead's Elements of Ethics.

6. Psychology as Propaedeutic to Philosophy. *Open to juniors and seniors, and to sophomores under advice from the department. Three hours per week for a year.*

Associate Professor Case.

Exercises in psychological analysis; study of elementary problems in philosophy; lectures on the relations of the various departments of philosophy to one another and to psychology. Text-books: James's Briefer Course in Psychology and Dewey's Psychology.

\*Not offered in 1895-96.

†Withdrawn for the current year.

7. Experimental Psychology. *Open to juniors and seniors, and to sophomores under advice from the department. Three hours per week for one year.*

Associate Professor Calkins.

Lectures and discussions of the facts, the classifications, and the theories of psychology. Laboratory work under supervision: experiments in sensation, space-perception, and reaction-times, and in attention, association, and memory. An essay from each student, either a book review or the formulated result of special study. Text-books: James's *Briefer Psychology* and Sanford's *Course in Experimental Psychology*. Additional reading from Locke, Berkeley, Hume, Mill, and contemporary psychologists.

15. Advanced Psychology. *Open to students who have had course 6 or 7. Three hours per week for a year.*

Associate Professor Calkins.

Lectures. Investigation (statistical, experimental or comparative) by each student, of one or two special problems in, *e.g.*, memory, association, the emotions, dreams and peculiar mental habits, child-psychology; regular reports of reading of current psychological literature.

8. General History of Philosophy. *Open to students who have taken, or are taking, course 1, 5, 6, or 7. Three hours per week for a year.*

Dr. Ritchie, Miss Thompson.

Lectures on the development of thought in Europe, collateral reading, class discussions, occasional essays. Reference to various histories of philosophy, especially to those of Zeller, Burnet, Windelband, Erdmann, and Schwegler. Selections from Plato (*Theaetetus* entire), Descartes, Leibnitz, Berkeley, and Kant.

9. British and German Philosophy of the Seventeenth and Eighteenth Centuries. *Open to students who have taken, or are taking, course 1, 5, 6, or 7. Three hours per week for a year.*

Associate Professor Calkins.

Lectures and discussions. Text study of Locke's *Essay concerning Human Understanding* (in part); Berkeley's *Principles of Human Knowledge*; Hume's *Treatise on Human Nature*, Book I.; Kant's *Critique of Pure Reason*, and *Critique of Practical Reason*. Reference to the earlier work of Fichte, Schelling and Hegel. An essay from each student on some topic of the *Critique of Pure Reason*.

\*10. Greek Philosophy. *Open to students who have taken, or are taking, course 8 or 9. Three hours per week for a year.*

Associate Professor Calkins.

Lectures, reports of special study, discussions. Text study of fragments of pre-Socratic philosophers (Ritter and Preller, Mullach and Patrick); of Plato (Jowett's translation): *Theaetetus*, *Phædo*, *Sophist*, *Parmenides* (in part), *Symposium*, *Phædrus* and *Republic*; Aristotle: *Metaphysics* (Bonitz or MacMahon) books 1, 6, 7, 8, 10 and 11, *Nichomachean Ethics* (Welldon), books 1-4 and 10; *Psychology* (Watson). Brief study of later Greek Philosophy.

\*Not offered in 1895-96.

†11. German Philosophy. *Open to students who have taken, or are taking, course 8 or 9. Three hours per week for a year.*

Dr. Ritchie.

Lectures, reports of special study, discussion. Text study of Leibnitz: Monadology and New Essays (in part); of Kant: selected essays and letters of the pre-critical period, Critique of Pure Reason, with comparison of editions 1 and 2, Metaphysic of Ethics, Critique of Practical Reason, Critique of Judgment (selections); of Fichte: Lectures on the Science of Knowledge, edition of 1794 (with individual study of the later works); of Schelling: Vom Ich, or selections from the Transcendentale Idealismus; of Hegel: selections from the Philosophy of Mind or from the Logic.

Either the Kantian or the post-Kantian part of this course may be extended to occupy most of the time.

It is not expected that courses 10 and 11 will both be given in the same year.

\*13. Philosophical Seminary. *Open to students who receive special permission from the instructor. Two consecutive hours per week for a year.*

Dr. Ritchie.

Subject of the course varied from year to year; in 1894-95 Hegel's Logic and Philosophy of Mind (Encyclopedia, Wallace's translation).

Candidates for the Bachelor's degree must select the course required in philosophy from the four numbered 1, 5, 6, 7, above.

## IX. HISTORY AND POLITICAL SCIENCE.

‡1. Political History of England. *Open to freshmen and sophomores. Freshmen four hours, all others three hours per week for the first semester.*

Associate Professor Kendall.

‡2. Political History of the United States. *Open to freshmen and sophomores. Freshmen four hours, all others three hours per week for the second semester.*

Associate Professor Kendall.

Courses 1 and 2 aim to acquaint the student with the history of the English race in England and America. The subjects discussed are the political, social, and industrial conditions in relation to race development. For freshmen taking this course a fourth hour is added.

‡3. History of Western Europe, from the Teutonic invasions through the Thirty Years' War. *Open to sophomores. Three hours per week for a year.*

Dr. Henderson.

This course furnishes an outline of mediæval and early modern history, and deals with the simpler political and social problems. It aims to train students in

†Withdrawn for the current year.

\*Not offered in 1895-96.

‡Courses 1 and 2, or 3 are prerequisite to later election.

methods of historical work, and to furnish a background for detailed study of particular epochs.

4. History of the French Revolution. *Open to juniors and seniors. Three hours per week for a year.*

Miss Sherrard.

The course involves (1) an introductory discussion of the causes of the Revolution as developed in the reign of Louis XV.; (2) a detailed study of the progress of the Revolution; and of the reaction against democratic tyranny culminating in Imperialism; (3) an inquiry into the influence of revolutionary ideas in the subsequent history of France, Germany, Italy, Spain, and Russia.

5. Constitutional History of England to 1601. *Open to juniors and seniors. Three hours per week for the first semester.*

Associate Professor Kendall.

A study of the origin and early development of the English constitution. Stubbs is the principal authority. The class has recourse to the text of charters and laws.

6. Constitutional History of England from the accession of the Stuarts. *Open to juniors and seniors. Three hours per week for the second semester.*

Associate Professor Kendall.

A study of the later development of the English constitution and the rise of party and cabinet government, and the establishment of popular control.

7. Constitutional History of the United States from 1787. *Open to juniors and seniors. Three hours per week for the second semester.*

Associate Professor Kendall.

A study of the formation, development, and operation of the constitution of the United States. The exercises consist of lectures by the instructor, and reports by the students on topics assigned for individual study. Time is reserved by the instructor for conference with each student in the preparation of this work. Mooted questions are discussed by the class as a whole.

\*8. History of European Civilization. *Three hours per week for a year.*

A philosophical study of the social development of Europe, with special emphasis on the evolution of governmental institutions.

\*10. Origin of American Institutions. *Open to students who have taken courses 5 and 6 or 5 and 7. Three hours per week for the first semester.*

Associate Professor Kendall.

The aim of this course is the investigation of the origin and early development of American institutions, based on a study of original sources. To each student will be assigned a topic for special investigation. The exercises will consist of lectures by the instructor and the analysis and discussion of important documents by the class.

\* Not offered in 1895-96.

11. Political Science. *Open to juniors and seniors. Three hours per week for the first semester.*

Associate Professor Kendall.

This is an introductory course in the comparative study of the origin, character, development, and aim of political institutions. The work will take the form of lectures and discussions, with parallel readings. In addition, each member of the class will be expected to write a thesis on some subject assigned to her for special study.

†12. Constitutional Law of the United States. *Open to students who have taken courses 5 and 6 or 5 and 7. Three hours per week for the second semester.*

Associate Professor Kendall.

The work of this course is based on a study of selected cases illustrating and interpreting the Constitution. Lectures by the instructor will give a general view of the principles of American constitutional government. In addition, there will be class-room discussions of controverted points.

## X. POLITICAL ECONOMY.

1. Elements of Economics. *Open to sophomores, juniors, and seniors. Three hours per week for the first semester.*

Mr. Callender.

An introductory course, designed to train the student to apprehend and analyze industrial phenomena. Marshall's Economics of Industry is the principal authority, but the assertions of the English economist will be verified at every point by American experience.

2. Industrial History of the United States. *Open to sophomores, juniors, and seniors who have taken course 1. Three hours per week for the second semester.*

Mr. Callender.

A study of the national development in its material and social aspects accompanied by a critical review of our economic legislation, commercial and financial.

3. Development of Economic Theory. *Open to juniors and seniors who have taken course 1. Three hours per week for the first semester.*

Mr. Callender.

This course is designed to give a clear conception of economic science as a historical growth; to show its dependence and close connection with the varying political, social, and intellectual conditions of Europe; and to make the student generally familiar with the masterpieces of economic literature.

4. Socialism. *Open to sophomores, juniors, and seniors who have taken courses 1 and 3. Three hours per week for the second semester.*

Mr. Callender.

This course involves (1) an inquiry into the origin of the movement toward social and industrial reconstruction in the theories of Rousseau and the aspirations

† Withdrawn for the current year.

of the French Revolution; (2) a discussion of the influence of Saint-Simon and the social Utopias of Cabet, Fourrier, and Owen; (3) a study of contemporary socialism, as represented in the writings of Carl Marx and in the industrial revolutions organized by Louis Blanc and Lasalle.

\*5. Statistical Study of Certain Economic Problems. *Open to juniors and seniors who have taken course 1. Three hours per week for the first semester.*

Professor Coman.

The course is introduced by lectures on the principles of statistical research. Each member of the class undertakes the investigation of a particular problem, and reports the results of her inquiry to the class. The graphic method of presenting statistical results is emphasized. No single authority can be recommended. The United States Census, the Census of Massachusetts, the statistical reports of the Treasury Department, the reports of the National and State Labor Bureaus, furnish the statistical data.

\*6. Social Pathology. *Open to juniors and seniors who have taken course 1. Three hours per week for the second semester.*

Professor Coman.

A study of the defective, dependent, and delinquent classes, accompanied by discussion of methods of dealing with each. Courses 5 and 6 are primarily for graduate students.

## XI. HISTORY OF ART.

1. Christian Architecture; Early Renaissance Sculpture and Painting. *Open to juniors and seniors. Three hours per week for a year.*

Miss Paton.

The first semester is occupied with the study of Christian architecture, and the second with that of the Tuscan sculptors and of the Florentine, Siennese, Umbrian, Paduan, and Lombard Schools of Painting.

2. Renaissance and Later Art. *Open to students who have taken course 1. Three hours per week and three laboratory periods per week for a year.*

Professor Denio.

Renaissance Art, including the schools of Venice, Parma, Bologna, Rome, and Naples; Spanish, German, Dutch, and Flemish Art from the beginnings down to the present time.

3. Modern English, French, and American Art. *Open to juniors and seniors. Three hours per week and three laboratory periods per week for a year.*

Professor Denio.

†4. Ancient Art. *Open to juniors and seniors. Three hours per week for the second semester.*

Miss Jackson.

\* Not offered in 1895-96.

† Withdrawn for the current year.

Greek Architecture, including temple construction; Greek Sculpture from the earliest times through the Graeco-Roman period.

Instruction in this department includes lectures and oversight of laboratory work. Laboratory exercises consist in the examination of study of great art works, by the aid of reproductions used to illustrate different subjects. The valuable Art Library and collection of prints are conveniently arranged in the History of Art rooms, and made especially accessible to the students who take this elective.

## XII. MATHEMATICS.

1. Solid Geometry (Chauvenet); Higher Algebra (Hayes); Plane and Spherical Trigonometry (Chauvenet). *Required of freshmen.*  
*Four hours per week for a year.*

Professor Hayes, Associate Professor Chandler, Miss Pendleton, Miss Merrill, Miss Wood.

2. Plane Analytical Geometry (C. Smith). *Open to students who have had course 1.* *Three hours per week for a year.*

Associate Professor Chandler.

3. Differential and Integral Calculus; History of Mathematics. *Open to students who have had course 2.* *Three hours per week for a year.*  
*Professor Hayes.*

4. Theory of Equations, with Determinants (Burnside and Panton). *Open to students who have had course 3.* *Three hours per week, first semester.*

Associate Professor Chandler.

5. Solid Analytical Geometry (C. Smith). *Open to students who have had course 4.* *Three hours per week, second semester.*

Associate Professor Chandler.

6. (a) Dynamics. First semester. (b) Celestial Mechanics. Second semester. *Open to students who have had course 3.* *Three hours per week for a year.*

Professor Hayes.

†7. Theoretical Astronomy; Determination of Orbits. *Open to students who have had course 6.* *Three hours per week for a year.*

Professor Hayes.

\*8. Projective Geometry. *Open to seniors who have had course 2.* *Three hours per week for a year.*

Associate Professor Burrell.

†9. Descriptive Geometry. *Open to seniors who have had course 1.* *Three hours per week for a year.*

Professor Hayes.

\* Not offered in 1895-96.

† Withdrawn for the current year.

†10. Differential Equations. *Open to students who have had courses 4 and 5.* *Three hours per week for a year.*

Associate Professor Chandler.

\*11. Modern Higher Algebra. *Open to students who have had course 4.* *Three hours per week for a year.*

Miss Pendleton.

†12. Method of Least Squares ; Perturbations. *Open to students who have had course 7.* *Three hours per week for a year.*

Professor Hayes.

†13. Principles of Inference. *Open to juniors and seniors.* *One hour per week for a year.*

Professor Hayes.

This course is especially designed for students of mathematics and of science.

### XIII. CHEMISTRY.

1. General Chemistry. *Open to freshmen.* *Four hours per week for a year.*

Miss Bragg.

2. General Chemistry. *Open to all except freshmen.* *Three hours per week for a year.*

Professor Roberts, Miss Parker.

Courses 1 and 2 are for beginners in Chemistry, and are intended to familiarize the student with the important properties of the elements—especially the non-metallic ones—and their compounds, with their modes of preparation, and with such tests as shall lead up to the study of systematic Qualitative Analysis; also to present the laws governing chemical reactions, the meaning of chemical equations, and the more recent theories adopted in the science.

All of the more simple experiments are performed by the student herself in the laboratory.

3. Qualitative Analysis. First Semester. Organic Chemistry. Second Semester. *Open to students who have completed course 1 or 2.* *Three hours per week for a year.*

Miss Bragg.

This course supplements courses 1 and 2 by presenting the properties and characteristic reactions of the metallic elements. Practical methods of separating and recognizing the elements present in simple mixtures are also taught, and the progress of the student is constantly tested by the examination of commonly occurring substances, the exact composition of which is unknown to the student. The second semester of this year is occupied with the elements of organic chemistry. The course is necessarily brief, and is devoted to the study of the characteristics of the most common classes of the carbon compounds, these characteristics being illustrated in the laboratory or lecture room by the behavior of some well-known representative of each class.

\*Not offered in 1895-96.

†Withdrawn for the current year.

4. Qualitative Analysis. *Open to students who have completed course 1 or 2. Three hours per week for a year.*

Professor Roberts.

5. Quantitative Analysis. *Open to students who have completed course 1 or 2 and 3 or 4. Three hours per week for a year.*

Miss Parker.

In this course both volumetric and gravimetric methods are used. Typical processes are first selected, after which the student is taught to estimate quantitatively as many of the common elements as the time will permit.

6. Organic Chemistry. *Open to students who have completed courses 1 or 2, 3 or 4, and 5. Three hours per week for a year.*

Professor Roberts.

7. Theoretical Chemistry. *Open to students who have completed courses 1 or 2. Three hours per week for the first semester.*

Professor Roberts.

#### XIV. GEOLOGY AND MINERALOGY.

1. Geology. *Open to sophomores, juniors, and seniors. Three hours per week for the first semester.*

Professor Niles and Miss Fisher.

The course comprises thirty lectures by Professor Niles, which are supplemented by the study of a text-book with weekly recitations. The lectures are suitably illustrated by specimens, models, maps, diagrams, and lantern projections. Occasional excursions are made for field study. It is the aim of the course to give a general survey of Dynamical, Structural, and Historical Geology in a manner adapted to all admitted to the class.

2. Mineralogy. *Open to sophomores, juniors, and seniors. Three hours per week for the second semester.*

Miss Fisher.

The importance of securing an acquaintance with the properties of minerals and a practical experience in the determination of mineral species has been recognized by the arrangement of special collections for class instruction. All of the students in the section of the class at work are supplied with trays of specimens which are alike in kind and systematic arrangement, and from them the physical characteristics are taught. Also the students have practice with the blowpipe in the testing of minerals. A reference collection is always available for students' use, and there is a good one arranged and exhibited in cases.

#### XV. PHYSICS AND PHYSICAL ASTRONOMY.

1. General Physics. *Open to sophomores. Two hours per week for a year.*

Professor Whiting, Miss Chase.

Intended for students who are beginning Physics.

Lectures with class exercises and problems. The lectures outline the subjects included under both Mass Physics and Æther Physics, and are amply illustrated by experiment.

2. Physical Laboratory. *Open to sophomores. One hour per week for a year.*

Miss Chase.

The laboratory experiments are mostly quantitative, and are arranged to acquaint the student with exact measuring instruments, to verify the most important laws, and to teach mathematical and graphical methods of discussing the results of observations.

Courses 1 and 2 should usually be taken together.

3. Sound, Heat, Light, and Electricity. *Open to juniors and seniors who have taken courses 1 and 2, also to sophomores who have taken an approved course in a secondary school. Three hours per week for a year.*

Professor Whiting, Miss Chase.

This work is arranged in two divisions: one for students who have taken courses 1 and 2; the other for those who have taken a course in a preparatory school.

The course is intended, by experimental work and consultation of original memoirs, to acquaint the student with the methods of original investigation; also to give practice in the preparation of subjects and their presentation before others, with suitable illustration.

The course is desirable for all who wish to prepare to teach Physics.

†4. Light, and other selected subjects, mathematically treated. *Open to seniors who have taken Analytical Geometry and Calculus. Three hours per week for a year.*

Professor Whiting.

6. Meteorology. *Open to sophomores. Three hours per week for one semester.*

Professor Whiting.

Davis's Meteorology is the text-book used. The course is accompanied by constant reference to original papers, by the solution of inductive problems from the weather maps and records of observations. Familiarity is gained with the use of standard instruments, including the self-recording thermômeter, barograph, anemometer, and ammoscope.

7. Physical Astronomy. *Open to sophomores. Three hours per week for one semester.*

Professor Whiting.

The lectures are accompanied by frequent observations of the heavens with a four and one-half inch telescope. Spectroscopic astronomy is illustrated by laboratory work with the sun spectrum and the spark spectrum.

An elementary course in Physics either in college or before college is prerequisite to courses 6 and 7.

† Withdrawn for the current year.

## XVI. BOTANY.

1. General Morphology and Principles of Classification. *Open to all undergraduates. Three hours per week for a year.*

Professor Hallowell, Dr. Cooley, Miss Gilchrist, Miss Ferguson.

Exercises in elementary Vegetable Physiology. A herbarium of fifty species is required.

2. Cryptogamic Botany. *Open to students who have taken course 1. Three hours per week for a year.*

Dr. Cooley.

Study of types of all the more important groups of flowerless plants, preceded by a brief course in elementary Vegetable Histology.

3. Systematic Botany (advanced work) and Economic Botany. *Open to students who have taken course 1. Three hours per week for a year.*

Miss Gilchrist.

This course includes special study of the more difficult orders of flowering plants, with mosses and ferns; determination of dried specimens; report upon the flora of some assigned locality; and investigation of the useful products of plants. A herbarium of fifty species is required.

\*4. Medical Botany. *Open to students who have taken courses 1 and 2. Three hours per week for a year.*

Dr. Cooley.

Microscopical examination of the typical and important roots, rhizomes, stems, leaves, barks, and fruits of the *Pharmacopœia*.

This course is intended to give familiarity with the botanical characters of the more common medicinal plants, thus aiding in the identification of the crude drugs derived from them, and in the detection of adulterations. The active principles of such drugs, and peculiar modes of action, are also investigated.

5. Vegetable Histology and Physiology; microscopy. *Open to students who have taken courses 1 and 2. Three hours per week for a year.*

Professor Hallowell.

Cell structure and the study of tissues; practical experiments and original investigations. Twenty-five mounted slides are required.

A knowledge of the elements of Physics and Chemistry is very desirable for this course.

\*6. Plant Biology. *Open to students who have taken course 1. Three hours per week for a year.*

Associate Professor Cummings.

Gross anatomy, histology, and physiology of a series of plants, considered as types, proceeding from the simpler to the more complex organisms. Special attention will be given to tracing the development of organs, and the evolution of forms.

\* Not offered in 1895-96.

\*7. Embryology and other special topics. *Open to students who have taken courses 1, 2, and 5. Three hours per week for a year.*

Professor Hallowell.

This course is to be pursued with a view to original research and a thorough acquaintance with the literature of the subject.

\*8. Advanced Cryptogamic Botany. Systematic study of any chosen group or groups of Cryptogams. *Open to students who have taken courses 1 and 2. Three hours per week for a year.*

Associate Professor Cummings.

Candidates for courses 7 and 8 should have a good reading knowledge of French and German.

The instruction in all courses of the Botanical Department is given through practical work in the laboratory, accompanied by explanatory lectures. Three appointments per week, one hour and a half each.

Students sketch all the objects studied. Free instruction in drawing and water-color painting is given to those wishing it.

Instructors and students meet statedly for the discussion of recent discoveries in botanical science.

## XVII. ZOOLOGY AND PHYSIOLOGY.

1. General Biology. *Open to freshmen and sophomores. Freshmen four hours, all other students three hours per week for a year. Each class-room exercise followed by a laboratory appointment.*

Professor Willcox, Miss Hubbard.

Brief series of lectures on the laws and principles which govern all life, whether plant or animal, illustrated partly by laboratory work and partly by out-of-door study of living things in their natural conditions and surroundings; detailed study of the anatomy and biology of the crayfish and of the bean, and a comparison between the two; brief comparative study of a unicellular plant, a mould, a moss, a fern, a unicellular animal, hydra, a leech, a snail.

This course is intended to train students in habits of observation and in methods of work, and, laying stress on the points of agreement between plants and animals, to make clear the fundamental unity of all living things.

2. General Zoölogy. *Open to sophomores, juniors, and seniors. Three hours per week for a year. Each class-room exercise followed by a laboratory appointment.*

Professor Willcox.

Comparative study of all the great groups (types) of animals, beginning with unicellular organisms and concluding with mammals. Also a brief study of the embryology of the chick.

This course is intended to give familiarity with the outlines of animal structure and to present the morphological argument for evolution.

Courses 1 and 2 together will meet the admission requirement in biology of the Johns Hopkins Medical School.

\* Not offered in 1895-96.

3. Anatomy of the Cat. *Open to students who have taken course 2. Three hours per week for the first semester.*

Miss Hubbard.

This course is intended to train students in careful dissection. It is especially fitted for those who intend to study medicine. Constant reference will be made to human anatomy, and a considerable lightening of the ordinary course in that subject in a medical school can be effected by taking this work. Students must be able to work independently, as a small amount only of supervision will be provided.

4. Embryology of the Chick. *Open to students who have taken course 2. Three hours per week for the second semester.*

Miss Hubbard.

This course follows closely the lines of Foster and Balfour's "Elements of Embryology." Instruction is given in the methods of preparing and mounting embryos, making serial sections, and so forth. Students must be able to work independently, as a small amount only of supervision will be provided.

†5. Systematic Zoölogy. *Open to students who have taken course 2. Three hours per week for a year.*

Mr. Morse.

Classification of animals; study of habits; readings in natural history; excursions to neighboring museums.

6. Philosophical Zoölogy. *Open, under the advice of the Professor, to students who have taken course 2. Three hours per week for a year.*

Professor Willcox.

Readings and discussions of Darwin, Spencer, Wallace, Weisman, and kindred authors. One careful paper on a biological subject prepared by each student. This course will not be offered in 1896-97.

†7. Pedagogics of Zoölogy. *Open to students who have taken two courses in Zoölogy. Three hours per week for one semester.*

Professor Willcox.

Discussion of various methods of teaching zoölogy. Practice in working up and presenting lectures on given topics. Training in the use of reference books and original authorities. Students must be able to work independently, as a small amount only of supervision will be provided. This course will not be offered in 1896-97.

8. Elementary Physiology and Hygiene. *Required of sophomores. Two hours per week, also two hours per week of laboratory demonstration, for one semester.*

Miss Claypole.

Lectures and laboratory demonstrations covering those points in anatomy and physiology which are of most practical value as a basis for hygiene.

† Withdrawn for the current year.

9. Animal Histology and Histological Technique. *Open to students who have taken courses 2 and 8. Three hours per week, also three laboratory appointments per week, for a year.*

Miss Claypole.

Lectures on cellular histology and physiology. Laboratory work, including study of specimens prepared and methods of histological preparation. Student lectures. A small piece of individual investigation is required of each student.

*Apparatus needed by students in this Department.* —Microscopes, reagents, etc., are provided by the College. A limited number of sets of dissecting instruments are owned by the College, and may be rented for a small fee.

### XVIII. \*DOMESTIC SCIENCE.

The course consists of lectures and practical work. The lectures treat of the house, and its foundations and surroundings from a sanitary as well as architectural standpoint; the mechanical apparatus of the house, heating, lighting, ventilation, drainage, including methods of testing their efficiency; furnishing and general care of a house, including what might be called applied physiology, chemistry of food and nutrition, and the chemistry of cleaning; food and clothing of a family; relation of domestic service to the general question of labor, with a discussion of present conditions and proposed reforms.

The practical work includes visits of inspection, accompanied by the instructor, to houses in process of construction, of good and bad types, both old and new; visits to homes where the housekeeper has put in practice some or all of the theories of modern sanitary and economic living; conferences with successful and progressive housekeepers; practical work in the laboratory. A knowledge of chemistry and physics is essential.

### XIX. ELOCUTION.

1. Training of the Body and Voice. *Open to all students. One hour per week for a year.*

Professor Currier.

Body: poise and bearing; harmonic gymnastics for freedom and grace; breathing and other exercises for health and strength. Voice: correct method of breathing; freedom in emission; management of voice in reading and conversation; work for ease, purity, resonance, power; articulation; reading for simple, spontaneous expression of thought and feeling. Three selections required from each student. Outlines of exercises covering the successive steps in training furnished to each student. One period of practice required each week.

2. Vocal and Pantomimic Training. *Open to all who have taken course 1 or its equivalent. One hour per week for a year.*

Professor Currier.

This course is designed to carry on the line of work begun in course 1, and will include, besides work for voice and pantomime, studies in vocal expression, using selections from standard literature, including scenes from Shakespeare.

Course 1 must precede course 2.

\*No courses in this department will be given in 1895-96.

3. Training and Expression. Co-operation of the agents of expression ; voice culture ; pantomimic training ; readings ; recitations and orations from the best authors. One play from Shakespeare. *Open to all undergraduates. Three hours per week for a year.*

Professor Currier.

4. Expression and Literature. The study of vocal and pantomimic expression as a means of interpretation of the subtleties of thought and feeling as presented in literature. Study of special authors by reading and recitation. *Open to sophomores, juniors, and seniors. Three hours per week for a year.*

Professor Currier.

Course 3 must precede course 4.

†5. Physical and Vocal Training for practical use in conversation and public speaking. *Open to juniors, seniors, and special students. Three hours per week for second semester.*

Professor Currier.

Special arrangements may be made for private instruction.

## XX. PEDAGOGICS AND DIDACTICS.

### GENERAL.

1. (1) The History of Educational Theories.

Lectures on education in Greece in mediæval and modern times will be given, to familiarize the student with the great educational reformers. The chief educational works of Bacon, Montaigne, Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel and Spencer, will be read by the student, and past and present theories of education compared in a series of papers.

(2) The Science and Art of Education.

Lectures on the philosophy of education. Study of child nature, and the laws of its development. Discussion of principles underlying the science and art of education, and of current educational problems.

(3) The Art of Teaching and Government.

Lectures on the theory and practice of teaching. Methods of teaching the rudiments. Special attention given to the kindergarten system. Methods of government and instruction in primary, intermediate, and higher school grades. Discussions on the practical exemplification of principles. "Development Lessons" given by members of the class and criticised by instructor and students.

The library contains the chief German and English works on the science and art of education, a small collection of text-books, and the most important periodicals.

*Open to seniors. Three hours per week for a year.*

Professor Wenckebach.

### SPECIAL.

Special instruction in methods of teaching Sciences, Languages, Philosophy, and History will be offered in various departments.

†Withdrawn for the current year.

## XXI. BIBLIOGRAPHY.

An elective course in the study of Bibliography is given once a week throughout the year. It is pursued in connection with other college studies, and is practical in its nature. It aims,—

1. To familiarize the student with the best bibliographical works, and with library methods and catalogues.
2. To teach the best method of reaching the literature of a special subject.
3. To furnish important bibliographical lists likely to prove valuable in future study.

The course is open to all students in the following departments :—

Courses 2, 7, 9, and 12 in English Literature.

Courses 2, 7, 8, and 9 in Philosophy.

All courses in Art, History, and Economics.

## BIBLE STUDY.

## I. OLD TESTAMENT.

1. Studies in Hebrew history from the settlement of Canaan to the disruption. Palestinian geography. Lectures and recitations. *Required of freshmen. One hour per week for a year.* • Miss Woolley.
2. Studies in Hebrew history during the period of the monarchy, from the time of the disruption, with special reference to the information gained from Assyrian and Babylonian inscriptions. *Required of sophomores. Two hours per week for one semester.* Miss Woolley, Miss Clarke.
3. Studies in Hebrew history from the Babylonian Exile to the Christian Era. *Open to juniors and seniors. One hour per week for a year.* Miss Clarke.

## II. NEW TESTAMENT.

1. The Christian Church of the first century. A study of the development of the Church, as it is portrayed in the Acts and Epistles, in its relation to the history of the times; introduction to the books of the New Testament in chronological order, with topical studies on connected subjects. *Open to seniors. Two hours per week for one year.* Professor Whiting.
2. The Historical Development of the Word of God in the New Testament. The Bible the book of witness to the supreme historical Person, Jesus Christ. The New Testament in relation to the principle of

Personality and the problems of Ethics. The unique character of the Holy Scriptures among religious books. *Open to juniors. Two hours per week for a year.*

Professor Drown.

3. The Bible presentation of the redemption of man in the life of Jesus Christ. Christian evidences; the basis of faith in the Christian religion compared with the basis in other religions. *Open to juniors and seniors. Two hours per week for a year.*

Professor Morgan.

4. The Life of Christ. Events of Christ's life traced in their chronological sequence. Careful study of His teachings as revealing and attesting His divinity. *Open to juniors and seniors. Two hours per week for a year.*

Professor Stratton.

5. Greek Testament I. Life of Christ; text study of the Gospels; special study of the Gospel of St. John; lectures. An elective in Bible study for juniors. *Open to students who have completed course I of classical Greek. Two hours per week for a year.*

Professor Chapin.

†6. Greek Testament II. Life and writings of St. Paul; text study of the Acts and Epistles; lectures. An elective in Bible study for seniors. *Open to students who have completed course I of classical Greek. Two hours per week for a year.*

Professor Chapin.

†7. The Septuagint. Lectures; readings, chiefly from the Psalms. Quotations from the Old Testament in the New. *Open to students who have taken Greek Testament I. or are taking Greek Testament II. One hour per week for a year.*

Professor Chapin.

### MUSIC (THEORY).

Courses in Harmony, Counterpoint, and Musical Form are open to all students, and count toward a degree. For a full description see p. 72. These courses (lectures excepted) are subject to a fee, which varies according to the size of the classes. See p. 18.

### PHYSICAL TRAINING.

The Health Officers, the Director of Physical Training, and the Professor of Elocution constitute a Board of Health, to which reference is made in those cases where special examination is deemed necessary.

† Withdrawn for the current year.

Three hours per week of Physical Training are required in the freshman year. A limited number of upper-class students may, under favorable circumstances, arrange for work in the Gymnasium.

The Gymnasium is equipped with apparatus for Swedish Educational Gymnastics.

The Playstead, or out-of-door gymnasium, will furnish opportunity for organized sports and pastimes, which are being developed in connection with the department. The Playstead will also be used by the gymnastic classes in suitable weather.

The class crews, selected on the basis of physical suitability, are trained in rowing.

## WELLESLEY SCHOOL OF MUSIC.

The School of Music is located in Music Hall, which contains thirty-eight music rooms, and a hall for lectures and choral singing. Thirty-seven pianos and two organs are furnished for the use of students. The Chapel Organ, presented by Mr. W. O. Grover, has three manuals, each of sixty-one notes, a pedal of thirty notes, and twenty-six speaking registers. It contains 1,584 pipes.

The School receives four different classes of students:—

- a. Students who devote the greater part of their time to the study of music, following the regular musical course. (See p. 69.)
- b. Students who combine with the regular college course a certain amount of musical work. Such persons enter the five years' academic and musical course and are candidates for the B.A. degree, and also, if sufficiently advanced in musical study, for the diploma of the School of Music.
- c. Special students in the Academic Department who take a certain amount of musical work. For these no regular course is laid out.
- d. Special students in music, who are not otherwise connected with the College and who desire to pursue musical studies exclusively. For these no regular course is laid out.

### THE FIVE YEARS' ACADEMIC AND MUSICAL COURSE.

Students may combine the regular study of music with the work required for a degree, the collegiate studies extending through five years instead of four. Such students are able to practice only two hours daily.

Any one of the three courses of instruction may be selected—the Piano-forte, the Organ, or the Voice. Lessons on the Harp, Violin, Viola, and Violoncello are subject to special arrangements.

### THE MUSICAL COURSE.

#### Requirements for Admission.

*Regular Course.* Candidates must meet requirements I., II., III., IV., pp. 22-24, and must also present the maximum preparation in either Latin, Greek, French, or German.

*Special Students.* The requirements are the same as for the regular course.

Special arrangements will be made for those not otherwise connected with the College who desire to pursue musical studies exclusively.

#### Degree or Diploma.

Students who complete either of the following lines of study will receive the diploma of the School of Music.

The degree of Mus.B. will be given on completion of a course laid out for that degree.

Students intending to graduate in the musical courses must give at least a year's notice. Piano and Organ students will in all cases graduate under the tuition of the Professor of Music. Voice and Organ students are not obliged to spend the required four periods of daily practice upon their specialty alone, but may combine with that some other branch of musical study.

#### Lines of Study Leading to the Diploma of the School of Music.

1. Piano : two lessons a week for five years,\* with four periods of practice daily for five days each week.

Harmony : two lessons a week for two years.

Musical History.

College Courses : one of which shall be a modern language, six hours a week throughout the course.

Bible Study : four one-hour courses.

2. Organ : two lessons a week, with daily practice as in piano study, for five years.\*

The remainder of the course is the same as course 1, omitting piano.

3. Voice : two lessons a week, with daily practice as in piano study, for five years.\* In other respects this course is like course 1, omitting the piano, except that one year of Italian must be substituted for one year of French or German. It is desirable to take the Italian

\* Students who have at the time of entering a considerable knowledge of music may be able to complete the work necessary for a diploma in less than five years.

as early as possible, that the benefit of the study may be had throughout the course.

Violin, Viola, Violoncello, Harp, or any orchestral instrument may be made a specialty instead of the above-mentioned principal studies.

### Course of Study for the Pianoforte.

Selections equal to about one half the entire amount, from the following works or their equivalents:—

#### FIRST YEAR.

##### Etudes.

Plaidy's Technical Studies; Emery's "Head and Hands"; Czerny, Op. 849; Köhler's Primary Studies, Op. 50; Duvernoy's Etudes de Mécanisme; Köhler, Op. 60; Heller, Préludes, Op. 119; Bertini, Op. 100; Heller, Op. 47; Krause, Op. 4; Emery's Studies in Presto Scales; Loeschhorn, Op. 66; Easy Studies by Eschmann and Oscar Weil; eighteen little preludes by Bach.

##### Pieces.

Sonatinas and other simple works by Krause, Reinecke, Merkel, and Gurlitt; Clementi, Op. 36; easier sonatas of Haydn and Mozart; Beethoven, sonatinas, Op. 49, Nos. I. and II., Op. 79; short pieces by Hummel, Dussek, Schubert, Schumann, Gade, and other classical writers; easy selections from the best modern composers; Mendelssohn's Op. 72, and Songs without Words; practice in four-hand playing.

#### SECOND YEAR.

##### Etudes.

Bertini, Ops. 29 and 32; Czerny, Op. 299, Velocity studies, three books; Krause, Op. 2, trill studies; Op. 5, two books; Op. 9, studies in broken chords; Moscheles' preludes; Clementi's preludes and exercises; Heller, Ops. 46 and 45; Bach's Two-part Inventions; Continuation of Emery and Plaidy; Mason's Accent Exercises.

##### Pieces.

Sonatas of Haydn, Clementi, and Mozart; Beethoven, Op. 2, No. I.; Op. 10, Nos. I. and II.; Op. 14, Nos. I. and II.; Rondos, Op. 51, Nos. I. and II., easy variations; Mendelssohn's Songs without Words; Caprices, Op. 16, and other short pieces; selections of moderate difficulty from Hummel, Dussek, Schubert, Krause, Kiel, Bargiel, Jadassohn, Reinecke, Nicodé, and other modern composers; four-hand playing.

#### \* THIRD YEAR.

##### Etudes.

Czerny, Op. 740, three books; Cramer (Bülow edition), first half; Clementi's Gradus ad Parnassum (Tausig edition), first half; Carl Mayer, Op. 305; Krause, Op. 15, studies for the left hand; Eschmann, Op. 16; Heller, Art of Phrasing, Op. 16; Technics, by Plaidy, Emery, and Tausig.

## Pieces.

The more difficult Sonatas of Haydn, Mozart, Clementi, and Dussek; Beethoven, Op. 2, Nos. II. and III.; Op. 7; Op. 10, No. III.; Op. 13; Op. 26; lesser works of the Bachs, Scarlatti, and other ancient writers; moderately difficult selections from Mendelssohn, Chopin, Schumann, and writers of the romantic school. Bach's Preludes and Fugues; French Suites.

## FOURTH YEAR.

## Etudes.

Czerny, Op. 740, continued; Cramer (Bülow) continued; Clementi (Tausig), continued; Moscheles, Op. 70, two books; Kullak's Octave School; Chopin, Op. 25; Bennett; Op. 11; Mayer, Op. 119; Grund, Op. 21; Bach's Preludes and Fugues.

## Pieces.

The difficult Sonatas of Hummel and Dussek; Suites and other pieces of Händel; English Suites of Bach; Beethoven, Sonatas, Op. 22; Op. 27, Nos. I. and II.; Op. 28 and Op. 31, Nos. I., II., and III., Concertos, by Dussek, Hummel, and Mozart; Preludes and Fugues, Rondos and Caprices, of Mendelssohn; Impromptus of Schubert; Preludes, Impromptus, and shorter pieces of Chopin; Novelettes and Fantasiestuecke of Schumann; Selections from the best recent composers; Ensemble playing.

## FIFTH YEAR.

## Etudes.

Henselt, Op. 2 and Op. 5; Toccatina, Op. 25; Baermann, Op. 4; Chopin, Op. 10; Hans Seeling, Op. 10, two books; Toccatas, by Czerny, Schumann, Rheinberger, and others; Bach's Preludes and Fugues; Schumann's Etudes Symphoniques.

## Pieces.

Schubert's Sonatas; Beethoven, Op. 53, Op. 57, and Op. 81; the more difficult Variations; Concertos, Nos. III. and IV.; Mendelssohn's Concertos and other concerted works; Variations; Chopin's Variations, Rondos, Ballades, and Scherzi; also the difficult Polonaises and Fantasies; Concert pieces of Rheinberger, Liszt, Saint-Saëns, Raff, Scharwenka, Nicodé, Pabst, Moszkowski, and others.

**Course of Study for the Organ.**

## FIRST YEAR.

Manual playing in two, three, and four parts (without pedals), for perfection of touch and execution, as exemplified in the works of Rink, André, Hesse, and Lemmens.

Rink's Organ School, Books I., II., and III.; Studies in Registration; Offertories by Wély and Batiste; Easy Choral Preludes of Bach, Richter, Merkel, Papperitz, and others; Short Fugues of Bach.

## SECOND YEAR.

Rink's Organ School, continued; Buck's Studies in Pedal Phrasing; Arrangements from the Sonatas and Symphonies of Haydn, Mozart, and Beethoven;

Choruses arranged from Händel's Oratorios; Selections from Bach's Organ Fugues; Mendelssohn's Sonatas; Preludes, Fantasies, and other pieces from Wély, Guilmant, Merkel, Batiste, and Hesse; Best's Arrangements.

THIRD YEAR.

Händel's Concertos; Mendelssohn's Sonatas; Ritter's Sonatas; Merkel's Sonatas; Toccatas, Preludes, and Fugues of Bach; Concert Pieces by the best English, French, and German masters; Best's Arrangements, continued.

FOURTH YEAR.

The more difficult works of Bach, Händel, Ritter, Guilmant, Widor, and Saint-Saëns; Best's Arrangements, continued.

FIFTH YEAR.

Bach's Trio Sonatas, Fugues, and Passacaglia; Rheinberger's Sonatas; Thiele's Concert Pieces; Best's Arrangements; Concert Pieces of the best masters, ancient and modern.

**Course of Study in Solo Singing.**

FIRST YEAR.

The Voice as an instrument; Formation of Tone; Study of the Scales, major, minor, and chromatic; Slow trills and simple musical figures, with the vowels *ä*, *i*, and *o* pure and modified; Rules for breathing, and their practical application; Concone's Studies; Exercises Élémentaires Gradués, by Mme. Marchesi; Vocalises by Vaccai, Sieber, and Marchesi; Exercises for the flexibility of the vocal chords; Selected songs in English, French, German and Italian.

SECOND YEAR.

Continuation of the above; Lamperti's Bravura Studies, Books I. and II.; Advanced studies for agility; Songs by the best American and European composers; Simple Scenas and Arias from the Italian, French, and German Operas; Airs from the Oratorios.

THIRD YEAR.

Lamperti's Bravura Studies, Books I., II., and III.; Etudes by Bordogni; Vocalises by Panofka, Marchesi, and Rossini; Songs of Schumann, Franz, Mendelssohn, Rubinstein, and best English and French writers; Oratorio; Scenas and Arias from standard Operas; Operatic Arias by Händel, arranged by Robert Franz.

FOURTH YEAR.

Résumé of previous work; Study of music by the old German, Italian, and English masters; Selections from the more difficult cavatinas and concerted pieces from the operas; Oratorio singing continued.

FIFTH YEAR.

Bravura singing as exemplified in the best works of present and past composers; The great Arias and concerted pieces from the Classic Operas and Oratorios; Selected Songs.

Elocution is studied during each year of the Course in Solo Singing.

### **Harmony and Musical Theory.**

Course I. Harmony. *Open to all students. Two hours per week for a year.*  
Professor Hill, Mrs. Stovall.

Harmony may be called the grammar of music. A thorough knowledge of its principles is essential to all who have to do with the art, amateurs as well as professional musicians. The requisites for successful study in this branch are, in addition to fair musical ability, a logical mind and mathematical precision.

In this course will be taught the fundamental principles of tone-relation and combination as embraced in the following divisions: Formation of the scales, major and minor; intervals; triads and seventh chords in their original and inverted forms; chromatically altered chords; suspension; auxiliary notes; organ point; harmonization of melodies.

Course II. Counterpoint (Canon and Fugue). *Open to all students who have thoroughly mastered Course I. Canon and Fugue may follow a thorough course in Counterpoint. One hour per week for a year.*  
Professor Hill.

Harmonization of choral melodies in Soprano, Alto, and Tenor. The several orders of Counterpoint for two, three, and four voices. Thematic treatment and imitation. Double counterpoint.

Course III. Musical Form. *One hour per week for a year.*  
Professor Hill.

This course gives a knowledge of the gradual development of a musical composition through Motive, Phrase, and Period. The Song form. The various Dance forms. The Rondo, Sonata and Symphony.

Lectures are also given on the History of Music, ancient and modern; Musical Instruments; Biography and Aesthetics.

### **Ensemble Playing.**

Facilities are offered for the study and practice of chamber music—the Fantasies, Romances, Sonatas, and Trios of the Great Masters, for the Piano and Violin, with addition of Violoncello, and occasionally other instruments.

### **Analysis and Interpretation.**

Classes in analysis and interpretation of classical works will be formed by the Director if desired by at least six pupils.

### **Concerts and Lectures.**

At frequent intervals, recitals and concerts are given by the advanced students in the several departments, by members of the Faculty of the School of Music, and by distinguished musicians from Boston and elsewhere.

All concerts and lectures are free, but it is expected that all who are able will contribute to the "Concert Fund."

Lectures on Theory and *A*esthetics, and on the History of Music and Musicians, are given throughout all the courses by the Director and non-resident lecturers.

All students in the School of Music are advised to attend the lectures on Sound and Musical Theory in the Physics courses.

## THE DEPARTMENT OF ART.

During the present year, pending reorganization of this department, the College gives no instruction in Art.

## NEEDS OF THE COLLEGE.

The attention of all who appreciate the influence of educated and refined women, is called to the immediate needs of Wellesley College. The College is now established on such a firm basis that it can with confidence appeal to the public for aid.

Hundreds of Wellesley students are already doing good work as teachers, and every year since the College opened, missionaries have gone forth from Wellesley to home or foreign fields of work.

The urgent needs of the College at present are the following :—

1. Unrestricted funds for defraying general expenses.
2. Additional cottages.
3. A scientific building.
4. A gymnasium building.
5. The endowment of the presidency and professorships.
6. The endowment of the Schools of Music and Art.
7. The further equipment of the Department of Art with casts, pictures, engravings, and models.

## FORMS OF BEQUEST.

*I give and bequeath to the Trustees of Wellesley College the sum of \_\_\_\_\_ thousand dollars, to be appropriated by the Trustees for the benefit of the College in such manner as they shall think will be most useful.*

---

*I give and bequeath to the Trustees of Wellesley College the sum of \_\_\_\_\_ thousand dollars, to be safely invested by them and called the \_\_\_\_\_ Scholarship Fund. The interest of this fund shall be applied to aid deserving students in Wellesley College.*

---

*I give and bequeath to the Trustees of Wellesley College the sum of \_\_\_\_\_ thousand dollars, to be safely invested by them, and called the \_\_\_\_\_ Endowment Fund. The interest shall be applied to the payment of the salaries of teachers in Wellesley College, as the Trustees shall deem expedient.*

## SUMMARY OF STUDENTS SEPTEMBER, 1895.

Seniors	.	.	.	.	.	.	.	.	118
Juniors	.	.	.	.	.	.	.	.	160
Sophomores	.	.	.	.	.	.	.	.	180
Freshmen	.	.	.	.	.	.	.	.	246
									—
Total number of Undergraduates	.	.	.	.	.	.	.	.	704
Resident Candidates for the Master's Degree	.	.	.	.	.	.	.	.	26
Non-Candidates for degrees	.	.	.	.	.	.	.	.	57
									—
Total registration September, 1895	.	.	.	.	.	.	.	.	83
Non-resident Candidates for the Master's Degree	.	.	.	.	.	.	.	.	17
Total number registered September, 1894	.	.	.	.	.	.	.	.	768
Total number registered 1894-95	.	.	.	.	.	.	.	.	780

## United States:—

Massachusetts	.	.	.	267	Kansas	.	.	.	.	3
New York	.	.	.	97	Maryland	.	.	.	.	3
Pennsylvania	.	.	.	47	Oregon	.	.	.	.	3
Maine	.	.	.	37	Tennessee	.	.	.	.	3
Illinois	.	.	.	36	Alabama	.	.	.	.	2
New Jersey	.	.	.	35	Arkansas	.	.	.	.	2
Connecticut	.	.	.	35	Delaware	.	.	.	.	2
New Hampshire	.	.	.	33	Louisiana	.	.	.	.	2
Ohio	.	.	.	28	Mississippi	.	.	.	.	2
Rhode Island	.	.	.	25	Montana	.	.	.	.	2
Vermont	.	.	.	22	South Carolina	.	.	.	.	2
Iowa	.	.	.	15	Dakota	.	.	.	.	1
Missouri	.	.	.	12	Idaho	.	.	.	.	1
Michigan	.	.	.	11	New Mexico	.	.	.	.	1
Kentucky	.	.	.	9	Texas	.	.	.	.	1
District of Columbia	.	.	.	9	Virginia	.	.	.	.	1
Minnesota	.	.	.	8	West Virginia	.	.	.	.	1
Colorado	.	.	.	7	Canada	.	.	.	.	1
Wisconsin	.	.	.	6	Nova Scotia	.	.	.	.	1
Indiana	.	.	.	5	Japan	.	.	.	.	1
Nebraska	.	.	.	4	Turkey	.	.	.	.	1
California	.	.	.	3	Total	.	.	.	.	787

# Degrees Conferred in 1895.

## MASTER OF ARTS.

MARTHA PIKE CONANT (Wellesley, '90), Greenfield, Mass. *Thesis: Chapman as Dramatist and Poet.*

MARY GERTRUDE CUSHING (Wellesley, '92), Chicago, Ill. *Thesis: The French Criticism of Shakespeare.*

MINNIE ADAMS MORSS (Wellesley, '91), Roxbury, Mass. *Thesis: The Sympathetic Strike.*

SARAH ELLA PENNIMAN (Wellesley, '93), Lawrence, Mass. *Thesis: Principles of Greek Art, as Exemplified in Poetry, Sculpture, and Music.*

EDITH SOUTHER TUFTS (Wellesley, '85), Wellesley, Mass. *Subject: Greek.*

## BACHELOR OF ARTS.

MARY COLEMAN ADAMS, Boston, Mass.

GRACE LOUISE ADDEMAN, Providence, R. I.

WINIFRED AUGSBURY, Cedar Rapids, Ia.

FANNIE ESTELLE AUSTIN, Cooperstown, N. Y.

LYDIA CHAPMAN AUTEN, Princeville, Ill.

SARAH GERTRUDE BARKER, Plattsburg, N. Y.

FLORENCE MAY BARNEFIELD,

Pawtucket, R. I.

CLARA MANTER BENSON, East Carver, Mass.

HELEN MABEL BISBEE, Freeport, Me.

EDITH SEVER BOARDMAN, Central Falls, R. I.

SYBIL VERONA BOYNTON, Woodstock, Vt.

LILIAN EMILY BRANDT, St. Louis, Mo.

JENNY SHERMAN BRIGGS, Pawtucket, R. I.

EMMA CHRISTY BROOKS, Chicago, Ill.

IDA MAY BROOKS, Baldwinville, Mass.

JOSEPHINE DAMON BROOKS, Fitchburg, Mass.

ELIZABETH GREENWOOD BROWN,

Cambridge, Mass.

MARY GRACE CALDWELL, Penacook, N. H.

ALICE PERKINS CAMPBELL,

Mt. Vernon, N. H.

MARY GALPIN CANNON, New Haven, Conn.

CHRISTINE CARYL, Chicago, Ill.

MARY ELLA CHAPIN, Saxton's River, Vt.

ANNIE GERTRUDE CHUTE, Dedham, Mass.

SARA KATHARINE CONNER, New Albany, Ind.

LILLIAN FAY CURTIS,

North Weymouth, Mass.

MABEL ESTELLE DAVISON, Brooklyn, N. Y.

EVIA MATTOCKS DENISON,

Newton Highlands, Mass.

GRACE MARY DENISON, Newtonville, Mass.

HELEN DENNIS, Newark, N. J.

EDITH DELANO DEXTER, New Bedford, Mass.

CECILIA DICKIE, Truro, Nova Scotia.

KATHARINE FACKENTHAL, Easton, Penn.

MARY EMILY FIELD, Portland, Me.

FLORENCE THERESE FORBES, St. Louis, Mo.

GRACE MARIE FORD, Omaha, Neb.

SUSIE ELLA GODDARD, Orange, Mass.

AGNES MEIETABEL GOODELL,

Wellesley, Mass.

CHARLOTTE GOODRICH, Stockbridge, Mass.

ANNIE MABEL HASELTINE, Portland, Ore.

LUCY BELLE HEILIG, Catasauqua, Penn.

FRANCES ELIZABETH HILDRETH, Auburndale, Mass.

WINIFRED EMILY HILL, Worcester, Mass.

ALICE CLARA HOWE, Nashua, N. H.

ALICE WINDSOR HUNT, Providence, R. I.

CORNELIA STRONG HUNTINGTON, Milton, Mass.

CAROLINE WHITELEY JACOBUS, Auburndale, Mass.

HELEN JAMES, West Chester, Penn.

GRACE ELIZABETH JARVIS, Elizabeth, N. J.

EDITH LA RUE JONES, Germantown, Penn.

GERTRUDE JONES, Newark, N. J.

MARY LILIAN JONES, West Chester, Penn.

HELEN MARIAN KELSEY, Theresa, N. Y.

ADA MAY KRECKER, Lebanon, Penn.

FLORA KRUM, St. Louis, Mo.

HARRIET ROSE LANCE, Wilkes-Barre, Penn.

MARIAN ENO LANCE, Wilkes-Barre, Penn.

FLORENCE KINNMONTH LEATHERBEE, Boston, Mass.

ALETHEA LEDYARD, Danville, Ky.

MABEL WINIFRED LEES, Wellesley Hills, Mass.

ANNIE MARIA LEONARD, Taunton, Mass.

MARY HOWELL LINES, Peoria, Ill.

KATHARINE FLORENCE LORD, Burlington, Vt.

BERTHA MARCH, Cambridge, Mass.

NINA LOVERING MARSHALL, Metuchen, N. J.

MAY MERRILL, Woodstock, Vt.

GRACE MILLER, Akron, O.

BESSIE CAMPBELL MITCHELL, Manchester, N. H.

BERTHA LURENE MORRILL, Chelsea, Mass.

MAUD ANTOINETTE MUNSON, Camden, N. J.

KATE WINTHROP NELSON, Calais, Me.

ALICE WHITNEY NORCROSS, Worcester, Mass.

HARRIET ALMIRA NOURSE, Marlboro, Mass.

ELIZABETH HALE PEALE, Lock Haven, Penn.

SARAH ELIZABETH PECKHAM, Kingston, R. I.

Julia EASTMAN PHELPS, Whiting, Vt.

EMMA HENRIETTA PHINNEY, Akron, O.

LILLIE MAY PITKIN,	Oak Park, Ill.	MARION LEE TAYLOR,	Albany, N. Y.
MARY DAVIS PRIOR,	Woburn, Mass.	JOSEPHINE EMMA THORPE,	Fort Miller, N. Y.
ADELIA MINER RANDALL,	Alton, Ill.	ALICE LOVEJOY TODD,	Galais, Me.
MARY LOUISE ROBERTS,	Titusville, Penn.	SOPHIA VOORHEES,	Baldwinsville, N. Y.
ETHEL WARD ROGERS,	Allston, Mass.	ELIZABETH RICHARDSON WAITE,	Dorchester, Mass.
FLORENCE SOPHIA SHIRLEY,	Goffstown, N. H.	CLAIRE LOUISE WARREN,	Rockford, Ill.
MARGARET BRECK SIMMONS,	Newport, R. I.	MARTHA TRACY WATERMAN,	New Britain, Conn.
IZA BERNICE SKELTON,	Brooklyn, N. Y.	FLORENCE OPAL WATSON,	Lawton, Mich.
ARLINE HAFGOOD SMITH,	Athol Highlands, Mass.	GRACE CRÖMWEll WAYMOUTH,	Cambridge, Mass.
BESSIE SARGEANT SMITH,	Wellesley, Mass.	ETHEL WEAVER,	Washington, D. C.
EDNA GARDNER SMITH,	Woodbourne, N. Y.	SARAH CHAMBERLIN WEED,	Brattleboro, Vt.
GERTRUDE BUSHNELL SMITH,	Roxbury, Mass.	ALBERTA MAUDE WELCH,	New York, N. Y.
LILIAN RICE SMITH,	Rockford, Ill.	MABEL THACHER WELLMAN,	Newtonville, Mass.
MABEL SMITH,	Charlestown, Mass.	EMMA LESLIE WELLS,	Montpelier, Vt.
ELIZABETH ALLISON STARK,	Cambridge, Mass.	MARY LOUISE WETHERBEE,	Athol, Mass.
BEATRICE STEPANEK,	Danforth, Ia.	MARTHA CHAPIN WILCOX,	Medford, Mass.
MARY ELEANOR STEPHENSON,	Brooklyn, N. Y.	HELEN LOUISE WILDER,	Boston, Mass.
HELEN JOSEPHINE STIMPSON,	Worcester, Mass.	MAY BELLE WILLIS,	Boston, Mass.
MARIAN PAULINE STOVER,	Bucksport, Me.	MARY GERTRUDE WILSON,	Jarrettown, Penn.
MARION SYKES,	Chicago, Ill.	GRACE WOODIN,	Springfield, Mass.
		MARY YOUNG,	Titusville, Penn.
		MAY SOPHIE YOUNG,	Wyoming, O.

## GRADUATES OF THE SCHOOL OF MUSIC.

### PIANO AND HARMONY.

ADELIA MINER RANDALL, Alton, Ill.

EDITH PINGREE SAWYER, Hartford, Conn.

### ORGAN AND HARMONY.

LILIAN EMILY BRANDT, St. Louis, Mo.

SARAH ELLA PENNIMAN, Lawrence, Mass.





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FACULTY . . . . .	1		
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Wellesley College  
Calendar '95-6

W.C.

'95-6

## CORRESPONDENCE.

Information in regard to entrance examinations and preparatory schools will be given by Miss M. E. GORHAM, Secretary of the College. Applications for calendars, blanks, documents, concerning admission to College, and for all general information, should also be addressed to Miss Gorham.

As Secretary of the Teachers' Registry, Miss MARY CASWELL is prepared to furnish full and confidential information in regard to the qualifications, character, and experience of teachers educated at Wellesley. Former students of the College who wish situations as teachers, have the aid of the Teachers' Registry.

Applications for pecuniary assistance (see p. 21) should be made by letter, addressed to the Secretary, Students' Aid Society, Wellesley, Mass.

Inquiries about graduate study and the requirements for higher degrees may be made of Dr. HELEN L. WEBSTER, Chairman of Committee on Graduate Department.